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ABSTRACT

This report reviews the program evaluation approaches used at three member colleges of the National Postsecondary Alliance (NPA), a consortium of postsecondary schools intent on achieving excellence in occupational education. The first paper, "Introduction" by Luene Corwin, discusses the goals and major activities of the NPA. The second paper, "Program Evaluation at South Puget Sound Community College," by Kenneth J. Minnaert, outlines the eight-component program that has been used to evaluate occupational education at this intermediate-sized school every 3 years since 1970. In a paper entitled "Program Evaluation in a Multicampus Community College District," Ted Martinez, Jr., reports on the evaluation system that was designed to deal with a multicollege entity (Dallas County Community College District) in Texas designed to serve 25,000 occupational students in 123 different occupational programs. Maurice Lemoine discusses the problem of developing and implementing a three-tiered evaluation approach at a large, single-campus college serving 25,000 students in a major metropolitan area suburb in his paper entitled "Triton College Program Evaluation Model." Appendixes to this forum report include guidelines and data collection instruments used in the evaluation processes at each of the three 2-year colleges discussed and a list of member institutions of the NPA in 1985-86. (MN)

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EVALUATING AND REVISING OCCUPATIONAL PROGRAMS

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For further information contact:

Program Information Office
National Center for Research
in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210-1090

Telephone: (614) 486-3655 or (800) 848-4815
Cable: CTVOCEDOSU/Columbus, Ohio
Telex: 8104821894

EVALUATING AND REVISING PROGRAMS:

A FORUM OF THE NATIONAL POSTSECONDARY ALLIANCE

San Diego, California

April 16, 1985

Luene Corwin
Dean for Academic Affairs
Mercer County Community College

Kenneth J. Minnaert
President
South Puget Sound Community College

Ted Martinez, Jr.
District Director for Career & Continuing Education
Dallas County Community College District

Maurice Lemoine
Dean of Students
Triton College

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210-1090

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FOREWORD

Increasingly, 2-year colleges and technical institutes rely on periodic evaluation of programs to keep their education offerings responsive to community needs. With declining enrollments, changing technology, and demands for program improvements--all on smaller budgets, these schools need to know when to intervene in a program for improvement purposes.

Evaluating and Revising Programs: A Forum of the National Postsecondary Alliance reports on program evaluation approaches at three member institutions of the National Postsecondary Alliance: South Puget Sound Community College, Dallas County Community College District, and Triton College. The forum, convened on April 16, 1985, brought Alliance members together to share and discuss their strategies and concerns about program evaluation. This report should be useful to all 2-year college administrators and faculty interested in alternative approaches to comprehensive program evaluation at their own institutions.

The National Center and the National Postsecondary Alliance wish to thank the following forum participants for contributing to the report: Luene Corwin, Mercer County Community College; Kenneth J. Minnaert, South Puget Sound Community College; Ted Martinez, Jr., Dallas County Community College District; and Maurice Lemoine, Triton College. James P. Long, Director of the National Postsecondary Alliance and Senior Research Specialist at the National Center, guided the development of the report. Constance R. Faddis of the National Center provided substantive editing. Margaret Barbee and Monyeene Elliott provided clerical support. Copy editing was performed by Judy Balogh of the National Center's Editorial Services.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

EXECUTIVE SUMMARY

The demand for educational excellence, combined with declining enrollments, increasing budgetary concerns, and changing technology, have placed added importance on program evaluation processes at community, technical, and junior colleges. Two-year college administrators must evaluate all programs if they are to know how responsive a given program is to community needs and whether it should be left as it is, provided more resources to improve it, or phased out entirely. However, the process of program evaluation takes many different forms, depending on the custom at the institution, the priorities of the community it serves, the needs of the students, and the participation agreements with faculty.

This report reviews the program evaluation approaches utilized at three member colleges of the National Postsecondary Alliance, a consortium of postsecondary institutions intent on achieving excellence in occupational education. The approaches were discussed during a forum held in San Diego, California, on April 16, 1985. Each speaker discussed the key features of the institutional program evaluation process and shared materials with the audience. (Copies of these materials appear in the Appendices of this publication.)

Kenneth J. Minnaert reported on program evaluation at **South Puget Sound Community College**, an intermediate size school serving the Olympia, Washington, area. The college began as a vocational-technical institute and became a community college in 1970. The evaluation process reviews approximately three programs every year, and has eight components: review of a program by full-time faculty members, part-time instructors, knowledgeable administrators, support staff, employers of students formerly enrolled in the program, currently enrolled students, former students who have been away from the program for awhile, and program advisory committee members.

One evaluation questionnaire asks 19 questions of full-time faculty, administrators, and support staff. A separate form is used for part-time faculty. Employers receive a form of their own, too. Student appraisal is given special attention. In addition to the three annual in-depth evaluations of programs, the college also performs cursory evaluations of every program it offers, in order to meet budgetary and other decision-making needs.

Ted Martinez, Jr., reported on the program evaluation process for the **Dallas County Community College District**, a large multi-college entity serving approximately 25,000 occupational students annually. Program evaluation on that scale (123 occupational programs) is a complex undertaking, particularly since Texas has mandated its own vocational education evaluation system (VEES).

Although the Dallas colleges fulfill the state evaluation requirements, administrators found the VEES evaluation process inadequate to their needs, and so they developed their own to use in addition to the state's.

The district's evaluation system reviews all similar programs offered at the various colleges at the same time. All evaluations are conducted separately, with coordination provided by the district office. A three-phase process uses carefully worded guidelines to assist appropriate administrators, division chairpersons, and others to collect needed data from the community, students, faculty, and others. Program demand receives particular attention. Programs are then prioritized for action at the top administrative levels of the district.

Maurice Lemoine discussed the program evaluation approach of **Triton College**, a large single-campus college serving 25,000 students in the Chicago suburbs. Beginning in 1984, the Illinois Community College Board mandated that all community colleges conduct formal review of at least 20 percent of their programs and academic support areas each year. Program review focuses on student and employer demand, program cost, and program quality.

Each year Triton College's three-tiered approach reviews 75 programs with a light "screening" (tier 1), 53 programs with a focus on 1 or more of 11 areas (tier 2), and 6 programs with a comprehensive review. In this way, Triton is able to conduct annually at least a "snapshot" review of each program it offers, using a management-by-exception (i.e., "don't fix it if it"s not broken") approach. The evaluation also takes a close look at 20 percent of the academic support operation areas each year. As a result, administrators can discern trends as yearly data are accumulated, and can focus on specific needs of those programs whose data signal significant problem areas.

INTRODUCTION

by Luene Corwin

Dean for Academic Affairs, Mercer County Community College
Trenton, New Jersey

This forum on evaluating and revising programs at 2-year colleges is an activity of the National Postsecondary Alliance. The National Postsecondary Alliance is a nationwide consortium of community colleges, technical institutes, junior colleges, and vocational-technical schools dedicated to improving postsecondary occupational education through mutual cooperation. The Alliance benefits from the sponsorship of the National Center for Research in Vocational Education at The Ohio State University.

The National Postsecondary Alliance concentrates on a number of major themes of interest to its members. One theme has been high technology. In 1984, members jointly produced a booklet called **Preparing for High Technology: A Guide for Community Colleges.** Also they conducted seven National Conferences on High Technology in New Jersey, Illinois, Texas, Florida, California, Ohio, and North Carolina. These conferences attracted 800 persons from 46 industries and hundreds of 2-year colleges. The Alliance has continued its high-tech theme through a variety of hands-on workshops to update faculty members in fast-changing occupational areas.

Another major theme of Alliance activity has been economic development and the community college. In 1983, Alliance members

published a guidebook on the topic, and held three national conferences in Texas, Ohio, and Washington that attracted nearly 300 participants.

The Alliance theme for 1984-85 is **Keeping Current in Technology, Marketing, and Financing.** A variety of relevant activities have enabled Alliance members to assist each other in these and other areas, including competency-based education, program evaluation, articulation, community needs assessment, use of advisory committees, comprehensive institutional planning, program phase-out, online electronic communications, and other topics. Publications are prepared especially for Alliance members and according to their specifications.

Alliance members meet twice a year. They have a toll-free hotline to the National Center, receive regular newsletters, and in general help each other avoid "reinventing the wheel." A particularly helpful activity has been a sharing of ideas among members of the Alliance during the semiannual Alliance meetings. During a recent meeting, members exchanged ideas on a variety of topics and discovered that many have strong approaches to program evaluation. As a result, the current forum has been organized to examine program evaluation approaches at three member institutions: South Puget Sound Community College, Dallas County Community College District, and Triton College.

These three institutions represent quite different 2-year postsecondary structures. South Puget Sound Community College in Washington State is fairly small and serves a small city and semirural area. Dallas County Community College District in Texas is

a multicampus entity serving a major city and surrounding areas. Triton College in Illinois serves a large part of the Chicago suburbs.

More and more, program evaluation is becoming an important issue for 2-year colleges and technical institutes that must be accountable for their use of taxpayers' money. All postsecondary educators are becoming more interested in the outcomes of education and in program exit criteria. The three institutions reporting on their program evaluation approaches here each have common components as well as distinctive features that are of special interest to these concerns and others.

PROGRAM EVALUATION AT SOUTH PUGET SOUND COMMUNITY COLLEGE

by Kenneth J. Minneart

President, South Puget Sound Community College
Olympia, Washington

South Puget Sound Community College (SPS) is located in Olympia, Washington, the state capital. The college district serves a population of about 250,000 people. There is another community college in the district, plus two 4-year colleges in Olympia. The enrollment this year at SPS is just a little under 1,800 full-time equivalent students, with a head count of about 3,500 students.

The college has an interesting history. It began as a vocational-technical institute (VTI) under the public school system and in 1969-70 become a community college under the new state community college system. However, it remained single purposed for some time, offering only vocational-technical programs. About 3 years ago, the college was authorized to offer the community college transfer program, as well. Last year, in recognition of its new roles, it changed its name to South Puget Sound Community College.

The SPS program evaluation process was developed about 4-1/2 years ago. Initially, the process was designed strictly to evaluate vocational-technical programs. The college obtained a small summer internship grant for one of the instructors to develop this process. SPS has not used this process to evaluate

academic programs, but some of its components could apply to academic programs, as well.

SPS has used the process to evaluate about 3 programs every year--about 1 per quarter--so that about 12 programs have been evaluated so far. The evaluation process has undergone some refinements and modifications, but overall is working quite well.

The objectives of the SPS evaluation process are as follows:

- To determine the adequacy of the education or training program in preparing individuals for entry-level employment, for advancement, or for further education
- To improve and revise program components
- To find ways of making more efficient use of space and staff
- To improve the college's ability to make effective use of available community resources
- To collect and analyze information needed as a resource for planning and decision making at the local level
- To make use of all evaluation data and other information to make decisions about program termination, program expansion, program modification, or other alternatives (e.g., leave a program in place because the evaluation finds it successful as is)

The evaluation process can also help assess the current performance of former students, serve as a planning guide, and assist in determining whether further evaluation is necessary.

The evaluation package has eight major components. The full-time faculty members assigned to the program to be evaluated normally perform the analysis. With part-time instructors the process is a little different. We also ask administrators who

work with the program and have knowledge of and a relationship with it to complete the evaluation package. Other evaluation components or groups include support staff (e.g., instructional technicians, instructional aides, or support people who work closely with the program); employees of students formerly enrolled in the program; currently enrolled students; former students who have been away from the program for awhile; and, of course, program advisory committee members. SPS uses this process to conduct an in-depth evaluation of about three programs per year, and every program receives the evaluation at least every 5 years.

The in-depth evaluation process assesses many factors of a program. One factor is the quality of the instruction delivered by the faculty members assigned to the program, as perceived by other faculty members, administrators, and the support staff. The process uses the same form for those three types of individuals, and forms are color coded so they can be easily identified and sorted. The evaluation questionnaire asks such questions as the occupational goals of the program, and then asks the respondent to rate those goals as excellent, good, acceptable, poor, don't know, or not applicable. The questionnaire asks 19 questions of full-time faculty members, administrators, and support staff.

Part-time faculty are another group asked to participate in the in-depth program evaluations. They are asked somewhat different questions, however, because part-time faculty at SPS generally are not involved with developing curricula, working with advisory committees, aiding in student placement, or other activities expected of full-timers. In addition, many part-time instructors

are also actively employed in industry, and they have a somewhat different perspective to lend to the evaluation process. For these reasons, part-time faculty are also asked to respond to some questions in writing, such as what they feel are the major strengths of the program, major needs for improvement, and the like. Finally, because part-timers have different needs for institutional support than do full-time instructors, the program evaluation questionnaire asks them how the college can help them to become more effective instructors.

College staff work with instructors of targeted programs so they know at least several months in advance that their programs will be evaluated. In this way, instructors are prepared to and staff assist them in reviewing the process and collecting any needed data.

The SPS program evaluation process also includes an employer appraisal form. This form is mailed to the known employers who have hired former students of the program of the college within the last few years. On the first page of the form, the employers basically assess the program from the standpoint of how effective the former students are as workers. The second page requests information about the employers themselves, as well as information about the former students who are now employees (e.g., name of employee, how the employee compares with others at the same job level, how current the employee's training is relative to industry practices and standards, and so forth).

Members of the program advisory committee also complete an evaluation form. The first page of the form asks the same

questions as are asked of employers of former students. The second page, however, is different, in that it asks such questions as how long the committee member has served on the advisory committee, whether the member was informed or educated on his or her role as a committee member, how the committee has interacted with the program, and the like. These responses help SPS evaluate not only the program, but how well it has made use of the program advisory committee, how effectively the committee has performed, and other crucial data.

College staff assist program advisory committee members to prepare for the evaluation process by making sure they receive copies of the institutional commission and goals, the stated goals of admission to the program to be evaluated, and so forth. This gives the committee members a background and base from which to work on their part of the in-depth evaluation.

Another crucial part of the evaluation process is the student appraisal of the program. Both currently enrolled students and former students of a program use the same form. The evaluation asks for feedback from both of these groups because, in some cases, students currently in the program may not be far enough into it to make accurate evaluations, just as those who have been away from the program for a while may no longer have a fresh perspective.

On an annual basis, SPS performs at least a cursory evaluation of every one of its programs for budgetary and other decision-making needs. Following the close of fall quarter, data on fall quarter enrollment are examined to determine student

demand for the program. Also examined is the program's cost per full-time equivalent student. In other words, SPS compares the costs of the program (the direct instructional costs) with the student enrollment. These results are then compared to the state of Washington's community college funding model. This model is very prescriptive, in that it indicates what amount of funding is available from the state for that kind of education/training program at a community college. It is important for SPS to know how its programs are performing in relation to the state funding model and its criteria.

Community demand is another crucial factor in the annual evaluations. SPS examines the placement rates of former students via an annual follow-up of each vocational program. Student placement data include information on students who have been placed directly in the occupations for which they were trained, those who have been placed in related occupations, and those who are continuing their education. The newest available data on employment projections for those occupations are also collected. Finally, SPS ascertains whether other community colleges or institutions in the community offer the same or similar programs. SPS uses these and other data to make annual decisions about its occupational training programs.

The SPS evaluation process uses a Wang office automation system and an SPS-modified Multiplan package for quick, accurate processing and reporting of the evaluation data. A graphics package enables the scores of the questionnaires to be displayed graphically, the strengths and weaknesses of a program. An

historical database on SPS program enrollments allows easy analysis of changing enrollment patterns. With this computerization, the amount of staff time needed to complete the data analysis part of the evaluation is minimal.

Naturally, the process does not always operate as smoothly as hoped. For example, it is sometimes difficult to get persons to return the evaluation forms, even though stamped return envelopes are enclosed with them. But the computer software has taken most of the drudgery out of the analysis process, enabling SPS administrators to make program decisions based on reliable, up-to-date data.

As mentioned earlier, the SPS evaluation process has been used on quite a few of the programs. Some of these programs have been terminated as a result; others have been modified. In many cases, the process has provided good documentation to justify putting more resources into a program, to acquire more equipment, to expand the curriculum or enrollment, to provide inservice training for faculty, and so forth. Despite inevitable fears that a program will be negatively affected, overall the evaluation process has proven to be positive for both programs and faculty.

SPS would be pleased to share copies of its evaluation forms with other members of the Alliance that might be interested in instituting a similar program evaluation process.

PROGRAM EVALUATION IN A MULTICAMPUS COMMUNITY COLLEGE DISTRICT

by Ted Martinez, Jr.

District Director for Career and Continuing Education
Dallas County Community College District
Dallas, Texas

The Dallas County Community College District (DCCCD) is composed of seven campuses serving approximately 90,000 students. About half of these students are enrolled in credit programs and half in noncredit programs. The DCCCD has approximately 25,000 occupational education students in 123 1- and 2-year occupational programs.

As such numbers tend to suggest, program evaluation is not easy but is vital in a setting as large and complex as ours. Thus, the college district has used an evolutionary process to develop its program evaluation procedures. Beginning 5 or 6 years ago, the district established a program evaluation planning cycle. Since then, the state has mandated a vocational education evaluation system called VEES. Unfortunately, the VEES state-mandated system does not produce the in-depth information that the DCCCD needs in order to evaluate its programs. As a consequence, in addition to conducting the required VEES evaluations, DCCCD has continued to work on its own evaluation system as the basis for its strategic plan for occupational education.

The function of the DCCCD's District Office for Career and Continuing Education is to coordinate, market, and evaluate the occupational and continuing education programs for all of the campuses. An assistant director in this office at the district

level monitors and coordinates the program evaluation that takes place at each campus. In addition, the district office also provides helpful information to the campuses, such as cost data, enrollment data, and high school student interest data. Much of this information is collected by the DCCCD's research office.

With district staff providing this coordination and support, the occupational dean at each campus, working with the vice-president of instruction and the division chairperson for the selected programs, has primary responsibility for the evaluation of the programs at that campus. In cases where similar programs are offered at two or three different campuses (e.g., three air-conditioning programs at three different sites), each is evaluated in the same semester. The evaluations are all conducted separately, but coordination of information is provided by the district office.

As devised through an intensive yearlong development process, the DCCCD's strategic plan for occupational education sets forth a three-phase program evaluation system. In phase I, the occupational dean begins by meeting with appropriate campus staff to identify and schedule the programs to be evaluated. When the schedule is completed, the district office, the occupa-tional dean, and the vice-president of instruction appoint an occupational education task force and assign responsibilities. Task force members represent the campus and include the occupa-tional dean, continuing education, occupational and liberal arts faculty, division chair, and a business office representative. Program advisory committee members are invited as appropriate. The task

force begins an intensive data collection process with individual action plans designed to ensure accountability and to guide these key players through their data-collecting responsibilities. The collected data becomes the basis for a program profile that is compiled by the occupational dean. The profile configures data around four categories--capability, funding, importance of program, and market viability--as follows:

- **Capability** includes information on instructional factors, instructional personnel, facilities, and equipment. The instructional factors include data on curriculum analysis, program completers, performance, costs, and the like. The intention is to determine the ability of a program to provide appropriate instruction.
- **Funding** includes student statistics, the cost per contact hour, and comparison data with other programs at DCCCD.
- **Importance** includes data on how important that program is to the campus and to the district.
- **Market viability** includes employment demand data from the state's 1202 Commission, the Texas Employment Commission, the U.S. Department of Labor, local employer questionnaires, as well as input from the semiannual meetings of the program advisory committee. Student interest data collected by the district office are also included. These data come from career interest surveys with local Explorer Scouts and intermediate school district students.

Phase II involves occupational program analysis. In essence, it is a modification of what is known as a portfolio analysis in business. This phase depends on the data that has been compiled by the task force through the program profiles. These data are plugged into the program analysis process as it addresses its service area through consideration of student, general community, and business community. The task force uses the data to reach consensus (or majority) in each area.

Basically, programs offered at a specific campus should deliver current and up-to-date instruction to students in its service area. Each campus serves a designated sector of the county. Thus the program analysis examines external factors such as the service area involved and the types of incoming students, as well as the needs of the general community. Under general community, the process asks, "To what extent is the DCCCD the only provider in Dallas County? If we discontinue the program at this campus, will there be a negative reaction?" For example, one campus, Brookhaven College, recently attempted to discontinue a child development lab, but an outcry from the community convinced Brookhaven to retain the program. Because service areas for each DCCCD campus are very different, each campus is asked to examine its services in four areas: instructional services to business and industry, involvement with business and industry, high-tech emphasis, and entrepreneurship. The program analysis uses district wide weighted scores in the student and general community columns. Each individual campus determines the weighted score for their service area related to the business community.

The task force then invites the division chair and program faculty to participate in the analysis. The task force assigns a ranking from 1 to 5. The ranking times the weighted scores results in a total score for each program. This process results in a prioritization of local programs in descending order. The programs are then grouped into three categories (high, medium, or low priority) to determine what priority a program has for the college service area.

In phase III, the task force uses a series of matrices to compare service area priority (external factors) to several internal factors (capability, funding, importance, and market viability). The task force must reach consensus on the relative capability, funding, importance, centrality, and market viability for each program by assigning a high, medium, or low rating. As you might expect, this is not an easy task. A program might rank very high on its ability to provide excellent, up-to-date instruction, but the need for the program in its local service area may rank very low. A robotics program at campus X, for example, may be state of the art and well equipped, yet have low demand in a service area whose primary economic basis is agriculture.

Finally, the task force makes recommendations about improving, maintaining, or relaxing one or all of the internal factors. These recommendations are forwarded to the vice-president of instruction and president for administrative decision making, planning, and implementation.

Currently, the DCCCD is in the process of evaluating all of its programs. At the conclusion of this process, program profiles will have been completed for all 123 programs in the system. All programs at each campus will be ranked according to its score. Based on these analyses, the DCCCD will make strategic decisions about how to proceed with each program--cutting back or enhancing funding, increasing marketability, and so forth. Finally, with the program information from each of the campuses, the DCCCD will develop a district wide plan for all of our occupational education programs.

DCCCD is currently tied into a 2-year operational planning cycle, but there will be cases where evaluations are needed sooner than the operation cycle would require. These will be conducted on an as-need basis.

Naturally, the evolving evaluation process has hit a few snags. For example, when the process was first initiated, persons assigned to occupational education task forces were somewhat intimidated by the program profile used to guide the data collection process. But as they became more involved, this complexity began to excite them. The profiles increased their work effectiveness by helping them examine a program critically yet fairly.

Another potential problem was that some programs seemed to end up at the bottom of the rankings. But even in these cases the faculty generally already knew where their programs were weak and how they would rank. It is true that through this process a program may be phased out. However, the DCCCD has emphasized that even when rankings are low the evaluation process can be seen as positive--that is, the evaluation may reveal how a program can be strengthened rather than eliminated. For example, it may suggest that funding should be increased, outdated equipment replaced, marketing boosted, and so forth. The evaluation process can help the DCCCD to develop a strategy to improve the program.

The DCCCD hopes to expand its evaluation process to areas other than occupational programs. For example, one of the campuses is looking into ways to use the process for its arts and sciences programs. Overall, the evaluation has been received positively and is functioning efficiently and effectively.

THE TRITON COLLEGE PROGRAM EVALUATION MODEL

by Maurice Lemoine

Dean, Triton College
River Grove, Illinois

Triton College is located in western Cook County and borders the west side of Chicago. It is a comprehensive community college with a current enrollment for all programs of approximately 25,000 and an FTE of around 9,500.

Triton has had a formal program review since 1979. The first attempt to evaluate programs formally and systematically was not successful and the current program review system is still being developed. However, I am inclined to believe that our early experiences may have been a necessary step in the institutionalization of program review.

In 1979, a committee was appointed to develop a program review system for the institution. Because of faculty concern about how program review data and findings would be used, the early system was so comprehensive that it proved to be unwieldy and finally unworkable. The process involved filling out innumerable forms, with little staff support for the collection of data. Actually, faculty were required to meet with research office staff to obtain needed data.

This procedure was inadequate and was an unnecessary burden to program coordinators, and, in a few instances, there was considerable resistance to the process. The first set of program evaluation reports submitted to the academic affairs office varied from 13 pages to over 300 pages. Since each report was intended

to be reviewed and discussed at several levels, the brief reports proved to be much more useful for effecting program change. The 300-page report was a wasted effort inasmuch as it was probably never reviewed. This process was very effective, however, in that it provided evidence that this program review process was not effective.

By the early 1980s, it was obvious that the program review system needed revision. At about the same time, the Illinois Community College Board (ICCB) mandated that all community colleges establish a formal program review system. Triton now had two good reasons to appoint a new committee to modify the present system. Our current system is the product of this second effort.

One of the problems with the initial evaluation process was its dependence on a single instrument to be used across the institution. The new program evaluation system uses one set of forms designed specifically for career programs. Another set of forms is used to evaluate academic support programs, student affairs programs, the learning resource center, and certain continuing education programs (e.g., adult basic education, English as a second language, the Employer Development Institute, and so forth). A third packet of forms is used in the arts and sciences program. The new planning committee recognized the special needs of different programs and also that a single-purpose instrument was not appropriate for such a complex process.

Fortunately, the mandate from the Illinois Community College Board (ICCB) was very general and permitted the colleges consider-

able latitude in developing their own program review process. It mandated that by fiscal year 1984 each community college in Illinois would review annually at least 20 percent of its academic programs and academic support services. Prudently, the state did not attempt to impose an elaborate system upon the community colleges. The state requirements stipulated only that each community college develop a program review system that addresses three criteria: (1) program need, (2) program cost, and (3) program quality.

A statewide committee appointed by the ICCB and chaired by an ICCB staff member has provided assistance to individual community colleges upon request. This process encourages each community college to develop--at least initially--a program evaluation system to meet its unique needs. Perhaps in the future the state board will choose an exemplary model for statewide implementation. Currently, each college must submit an annual two-page report to the ICCB summarizing the findings and recommendations that resulted from the program evaluation process.

One of the first decisions the new program evaluation committee faced was how to merge the state mandate into a program review system whose primary purpose would be to address Triton's local needs. We were not convinced that it was necessary to review all programs with the same frequency, intensity, or breadth. From our experience, we knew that some programs might require frequent comprehensive evaluation, and others might require relatively infrequent overall evaluation and more frequent narrowly focused evaluation.

The committee decided that it was possible to merge local needs with state reporting needs by developing the three-tiered program review model. The program screening model is used to evaluate 100 percent of Triton's career programs each year. Using the data generated by the review process, Triton identified those programs that additionally require either a focused study or a comprehensive formal evaluation. The Triton model was adapted from one originally developed by Pima College in Arizona. The program screening model provides computer-generated information based on data collected by the college research office. The program data is then disseminated to department chairpersons and program coordinators.

Had the college chosen to follow the state board guidelines strictly, Triton would evaluate only 20 percent of its programs, or approximately 15 career programs and 6 or 7 support areas annually. With the computerized screening model, the college is able to review 100 percent of its programs each year, as well as the required 20 percent of academic support programs. It can then concentrate evaluation efforts on those programs whose data indicate the need for additional attention. If Triton used the state comprehensive model, the college would conduct a comprehensive evaluation of all programs every 5 years. By using its own computerized screening model, exemplary programs will be exempted from an unnecessary comprehensive review and weak or marginal programs will be evaluated frequently.

The program screening model is a good example of "management by exception," that is, the college directs its attention to those

programs and support services that exhibit evidence of need for attention. Inasmuch as comprehensive program evaluations are costly in terms of the extensive faculty and staff time they require, the program screening model indicates where those resources should be allocated for maximum effect. If the college were to evaluate only 20 percent of its programs annually as mandated by the state, some marginal programs would not receive the attention they need in a timely fashion, whereas others would be evaluated needlessly. Furthermore, infrequent evaluations do not provide the important data that identifies emerging trends which might be the basis for critical program decisions.

At Triton College, 75 different career programs are evaluated annually. The screening model provides data relating to each of the following:

- Number of majors in the program
- Enrollments in courses in the specific program or discipline
- Class size trend
- Cost of the program
- Ratio of full-time to part-time faculty
- Turnover of part-time faculty
- Number of students successfully completing courses in the program or discipline
- Number of graduates

- Rate of completion of program
- Job placement
- Use of instructional space

The research office also provides additional data relating to other program characteristics, curriculum, and cost and revenue analysis. Each year the college prepares a detailed cost analysis that includes all revenues and costs that are directly related to a particular program. These data facilitate trend analysis for particular programs. The accompany data show that, overall, Triton's career programs had a $14 surplus per credit hour of instruction. That surplus is applied to the cost of support services and to institutional overhead. Although the college is committed to maintaining a comprehensive curriculum, when the cost of particular programs becomes excessive, cost-reducing decisions must be made.

Triton is currently in the process of implementing a new management program that will determine the break-even point for every course section the college offers. This computer model is expected to provide important data for program review. By calculating the break-even point for the particular section, the new management program will enable Triton chairpersons and administrators to manage enrollments more effectively and to make better use of instructional facilities.

After the college research office prepares the program screening model information, the associate vice-president for academic affairs who is in charge of the Office of Staff and Program Development prepares a two-page report on each career program. Each report indicates program strengths and areas of concern and includes an overall summary signed by the associate vice president. The report then goes to the dean in charge of the area who discusses it with the program faculty and affords them the opportunity to react to the report. The process has gained faculty acceptance and is well on the way to institutionalization.

This past year, in addition to using the screening model, the college research office has also collected some new information on a regular basis and provided it to program administrators and staff. A one-page summary of program strengths and concerns is provided to program staff along with a computer-generated profile of all the students in the program, employment information from an annual follow-up of career program graduates, information from a 3-year equipment replacement plan, and the program and course objectives. This information provides a broad overview of each program.

Finally, the Office of Staff and Program Development analyzes the information collected via the program screening model, rates all programs, and makes recommendations for further action. Recommendations include these:

- Repeat only the screening model next year (automatically done for all programs).

- Conduct a focus study of one or more of the 11 dimensions included in the screening model. Past experience indicates that most programs need focus studies on no more than 2 or 3 of the 11 dimensions.
- Conduct a comprehensive review of the entire program (includes a major study and components commonly found in most program review processes).

Since Triton began using program review, it has eliminated only one program--a photography program that served hobby and recreational interests rather than prepare students for careers in photography and related occupations. The college currently offers limited instruction in photography through the school of continuing education.

Triton's new program review process provides very useful and well-targeted information. It has streamlined the program evaluation system. The college research office provides a report card each year on the ratings of the screened programs. Overall, the new system has become more acceptable to faculty and staff than any other model that has been used or proposed.

APPENDICES

Appendix A:

South Puget Sound Community College
Program Evaluation Process

SOUTH PUGET SOUND COMMUNITY COLLEGE

PROGRAM EVALUATION PROCESS

Applying the philosophy of South Puget Sound Community College to provide high quality services, it is the policy of the college to conduct a locally directed program evaluation process of each instructional program. The evaluation process is done cooperatively utilizing the knowledge and expertise of instructors, administrators, advisory committee members, former and current students, and employers of students.

The purposes of evaluation include:

1. Determining the adequacy of the education or training in preparing individuals for entry level employment, advancement and/or further education.

2. Improving and revising program components and more efficiently utilizing staff and space.

3. Improving staff competence with regard to evaluating, planning, and utilizing available community resources.

4. Collecting and analyzing of information as a resource to planning and decision making at the local level. Based on the evaluation, decisions may lead to program termination, expansion, modification, or alternatives.

5. Assessing the current performance of former students as a planning guide.

6. Determining whether further evaluation is necessary.

The evaluation process involves a formal assessment of all of the major components of the instructional program through the use of special rating instruments as well as data analysis guides. Formal rating instruments are used to survey:

1. Full-time Faculty Assigned to the Program
2. Part-time Faculty Assigned to the Program
3. Administrators
4. Support Staff
5. Employees of Students Formerly Enrolled in the Program
6. Currently Enrolled Students
7. Former Students
8. Program Advisory Committee Members

A data analysis guide is utilized to collect and analyze data relative to:

1. Student Demand
   * Enrollment history and projections

2. Cost of Program Operation
   * Cost per full-time equivalent student
   * Comparison of cost to funding model
   * Ratio of cost to funding model

3. Community Demand
   * Placement of former students in related employment
   * Placement of former students in non-related employment
   * Former students continuing their education
   * Employment projections

4. Duplication
   * Other similar or identical programs available in the region

SOUTH PUGET SOUND COMMUNITY COLLEGE

Mission Statement

The mission of South Puget Sound Community College is to provide a range of quality educational programs for career, personal, and avocational needs of the residents of Community College District Twelve. As a comprehensive community college, we are committed to a flexible, responsive, educational program of general college transfer, vocational/technical skills development, developmental education, and community service for the individual student that centers on a curriculum of knowledge, comprehension, and application. We are committed to interrelated career-oriented preparation and a general educational experience that will prepare the individual with a foundation of values and attitudes for a productive and satisfying life. As a college within a multi-college district, we are committed to unity of purpose in the delivery of services identified by residents of the district. To ensure a community based focus, the process for program planning and development requires citizen participation: integrated within each program will be an emphasis of self-worth, the development of a work ethic, the practice of safe home and work habits and an understanding of sound economic principles.

The following long-term goals have been established to guide the college community in accomplishing its mission:

1. To provide a variety of equal opportunities for all students, including but not limited to handicapped, disadvantaged, minorities, and displaced persons within the college's service area.

2. To maintain, expand, and improve current program offerings to meet the career, personal, and avocational needs of the district population.

3. To provide a two-year program of study leading to an Associate in Arts degree for students who plan to fulfill the general educational requirements for a baccalaureate degree at a four-year college or university.

4. To provide technical and vocational programs with interrelated general education experiences to prepare individuals for a satisfying and productive life.

5. To meet the diverse needs of students by identifying the educational needs of present and potential students assisting them to explore interests, assess abilities, define personal and career goals, and plan programs for goal achievement.

6. To maintain the college as an integral part of the community through citizen participation and maximize the effectiveness of the institution through efficient management of human, fiscal, and physical resources.

7. To develop a functional operations' plan for a continuing endowment foundation to provide supplemental resources for building revenues to provide financial support for student educational needs not funded through the state allocation model.

!Program Evaluation Memo to Faculty!

M E M O R A N D U M

TO:

FROM: Dorna Bullpitt, Associate Dean of Instruction
Vocational Education

RE: Program Evaluation

DATE: December 10, 1984

This year we are conducting a study of your occupational program. The purposes are to determine how well it is serving the students and community and how it can be improved. To do this, you, along with other college personnel, selected employers, advisory committee members, former students and present students are being asked to evaluate the Medical Assistant program.

As part of the evaluation process, please complete the enclosed appraisal form and return it to me by January 11, 1985.

You are requested to complete the form individually. Your response will be treated as confidential. Faculty responses will be combined into a representative composite for the Medical Assistant program.

Thank you for your assistance.

DB/ct

Attachment
REF0034v

SOUTH PUGET SOUND
COMMUNITY COLLEGE

FORM A-2

Staff Appraisal of
Occupational Education

Program _____

You are: Faculty _____
Administrator _____
Support Staff _____

RATING INSTRUCTIONS:

Please rate each of the following items according to the scale at the right. Respond to each item, using the "don't know" and N/A ratings when appropriate.

EXCELLENT - nearly ideal
GOOD - strong, top third
ACCEPTABLE - adequate, middle third
POOR - inadequate, lower third
DON'T KNOW - unable to evaluate
N/A - not applicable

	4 Excellent	3 Good	2 Acceptable	1 Poor	0 Don't Know	N/A
1. General Occupational Education Goals Are:						
1 Clearly stated in writing.						
2 Understood by administrators, counselors and instructors.						
3 Used as a basis for planning specific programs and services.						
2. Planning Occupational Programs Includes Participation Of:						
1 Administrators and instructors.						
2 Students and former students.						
3 Advisory committees.						
3. Results Of The Planning Process Are Used As A Basis For:						
1 Program evaluation.						
2 Implementing, discontinuing or revising programs.						
4. Program Planning And Evaluation Includes Use Of Current Data From:						
1 Labor market and employment training needs of the community.						
2 Business/industry trends.						
3 Job performance requirements and employer recommendations.						
4 Follow-up studies.						
5. Learner Performance Objectives Are:						
1 Clearly stated in writing in measurable terms.						
2 On file for each course.						
3 Used to help students assess progress.						
4 Consistent with job performance requirements.						
6. Promotion Of Occupational Education:						
1 Informs the public of program goals and needs.						
2 Informs potential students about importance of the program.						
3 Successfully gains community support.						
7. Students Desiring To Enroll In Occupational Programs Are:						
1 Counseled on employment opportunities.						
2 Treated equitably in recruitment and enrollment.						
3 Provided services needed such as financial aid and child care.						

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	8 Excellent	7	6 Acceptable	5	4 Unsatisfactory	3	2	1
8. Instruction Is Adapted To:								
1 Recognize students' occupational objectives.								
2 Meet individual needs of students.								
3 Provide courses at convenient times and locations.								
4 Provide for shop and personal safety procedures.								
5 Be realistic in relationship to industry practices.								
6 Provide for upgrading and retraining as needed.								
9. Related Courses Are:								
1 Relevant to the needs of students.								
2 Available when needed to complement occupational instruction.								
3 Providing communications, mathematics and reading skills needed.								
10. Related Work (Or Clinical) Experience Is:								
1 Available for all students at convenient times and locations.								
2 Coordinated with classroom instruction.								
3 Planned and coordinated with employer supervision.								
11. Counseling And Guidance Services:								
1 Are available for all students.								
2 Are provided by qualified and interested staff members.								
3 Are adapted to student career interests and needs.								
4 Make use of a variety of relevant resources.								
5 Help students with personal problems.								
12. Special Persons' Services Are:								
1 Readily available to:								
(1) All disadvantaged students.								
(2) All handicapped students.								
(3) All displaced homemaker or reentry students.								
2 Conducted by qualified staff.								
3 Coordinated with occupational instruction.								
4 Evaluated through monitoring progress of students.								
13. Overcoming Sex Bias And Discrimination Is Given Emphasis In:								
1 Program enrollments, recruitment and admission policies.								
2 Course and program content and teaching methods.								
3 Student counseling and guidance.								
4 Staff recruitment, selection and promotion.								
14. Instruction In Economics And Consumer Education Is Included To Help Students:								
1 Understand their future responsibilities as employees.								
2 Learn to manage time and money.								

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	Excellent	Above Average	Average	Below Average	Poor	N/A
	4	3	2	1	0	9
15. Students Completing A Program:						
1 Are prepared to meet requirements of job for which trained.						
2 Are placed in a job related to their training.						
3 Have high standards of work quality.						
4 Have good work habits and attitudes.						
5 Are able to adjust to the working environment.						
16. Placement Of Occupational Students:						
1 Is done through a planned, coordinated system.						
2 Identifies employment opportunities for all students.						
3 Instructs students on how to apply for a job.						
17. Follow-up Studies Are:						
1 Done through a planned, coordinated system.						
2 Conducted regularly for program completers.						
3 Conducted regularly for program leavers.						
4 Current and on file for each program.						
5 Available for instructors' use.						
18. The Administrative Structure:						
1 Provides for qualified administrative personnel who are:						
(1) Committed to and knowledgeable about occupational education.						
(2) Given time for planning and evaluation.						
2 Provides a clear delineation of responsibility, authority and accountability.						
3 Encourages communications between staff and administration.						
19. The Instructional Staff:						
1 Is adequate in number to:						
(1) Meet individual student learning needs.						
(2) Assist with student advisement and placement.						
(3) Maintain contact with employers and potential employers.						
2 Is vocationally certified.						
3 Is qualified by:						
(1) Relevant employment experience.						
(2) Appropriate inservice training and/or experience.						
(3) Teaching competence as evidenced by peer, student and/or administrative judgment.						
4 Provides interesting and understandable instruction.						
5 Receives inservice training opportunities through:						
(1) Funds allocated for instructor participation.						
(2) Time made available for instructor participation.						
6 Has a support staff to provide:						
(1) Office and clerical assistance.						
(2) Instructional assistance for faculty.						

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	4 Excellent	3 Good	2 Acceptable	1 Poor	0 Don't Know
20. Equipment And Instructional Facilities Used Are:					
1 Functional, well maintained and meet safety standards.					
2 Sufficient in supply to meet the needs of the students.					
3 Representative of that used in industry.					
4 Flexible and adaptable to changing instructional approaches.					
21. Instructional Materials And Library Resources Are:					
1 Current and relevant to the occupation.					
2 Selected to avoid sex bias and discrimination.					
3 Readily available for student use as needed.					
4 Sufficient in quantity for the students enrolled.					
22. Representative Advisory Committees:					
1 Have been appointed for the occupations being served.					
2 Meet with sufficient regularity to carry out their functions.					
3 Provide input in areas such as curriculum planning, evaluation and training standards.					
23. The Budget:					
1 The operating budget:					
(1) Is planned with instructor input.					
(2) Is adequate for achieving program objectives.					
(3) Is based upon program priorities.					
2 The capital budget:					
(1) Is planned with instructor input.					
(2) Supports program objectives adequately.					
(3) Provides for scheduled equipment repair and replacement.					
(4) Provides for the refurbishing and modification of facilities.					

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SOUTH PUGET SOUND
COMMUNITY COLLEGE

FORM A-3

Part-Time Faculty Appraisal
of Occupational Education

Program _____

RATING INSTRUCTIONS:

Please rate each of the following items according to the scale at the right. Respond to each item, using the "Don't know" and N/A ratings when appropriate.

EXCELLENT - nearly ideal
GOOD - strong, top third
ACCEPTABLE - average, middle third
POOR - inadequate, lower third
DON'T KNOW - unable to evaluate
N/A - not applicable

How Well Does The Occupational Education Program Provide For:	4 Excellent	3 Good	2 Acceptable	1 Poor	0 Don't Know	9 N/A
Labor market and employment training needs of the community.						
Upgrading and retraining as needed.						
Related work (or clinical) experience for students.						
Counseling and guidance services for students.						
Special services for disadvantaged, handicapped, displaced homemaker or reentry students.						
Overcoming sex bias and discrimination.						
Students' preparation to meet requirements of job for which trained.						
Placement of occupational students.						
Sufficient equipment and instructional facilities to meet the needs of the students.						
Equipment and instructional facilities representative of that used in industry.						
Instructional materials and library resources.						

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SOUTH PUGET SOUND
COMMUNITY COLLEGE

Part-Time Faculty Appraisal
of Occupational Education

Program _____

What are the major strengths of the program in which you instruct?

_____

_____

_____

_____

What are its major needs for improvement?

_____

_____

_____

_____

How could the college help you become a more effective instructor?

_____

_____

_____

_____

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'Program Evaluation Memo to Administrators!

MEMORANDUM

TO:

FROM: Dorna Bullpitt, Associate Dean of Instruction
Vocational Education

RE: Program Evaluation

DATE: December 7, 1984

We are conducting studies of several occupational programs this year. The purposes are to determine how well the programs are serving the students and community, and what changes could make them more effective. The study includes the input not only from you, but also faculty, current students, former students, advisory committee members, employers and support personnel.

Attached is a copy of the appraisal form that has been designed for use by faculty, staff and administrators.

As part of the evaluation process, please complete the attached appraisal form for the Medical Assistant program and return them to me by January 11, 1985.

DB/ct

Attachment
REF0035v

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!Program Evaluation Memo to Staff!

M E M O R A N D U M

TO:

FROM: Dorna Bullpitt, Associate Dean of Instruction
Vocational Education

RE: Program Evaluation

DATE: December 7, 1984

We are conducting studies of several occupational programs this year to determine how well they are serving the community and what changes could make them more effective. The study includes gathering information from representative employers, advisory committee members, former students, current students and staff members.

Attached is a copy of the appraisal which has been designed for use by not only you as support staff but also faculty and administrators. Although there will be many parts of the evaluation form you will not be able to complete, please do those that directly relate to your involvement with the Medical Assistant program and check the remainder as N/A or non-applicable.

Your response combined with those of other support personnel will be of great help in providing an overall picture to use in analyzing the Medical Assistant program. Please complete the attached appraisal form and return it to me by January 11, 1985.

DB/ct

Attachment
REF0148v

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SOUTH PUGET SOUND
COMMUNITY COLLEGE

FORM A-2

Staff Appraisal of
Occupational Education

Program _____

You are: Faculty _____
Administrator _____
Support Staff _____

RATING INSTRUCTIONS:

Please rate each of the following items according to the scale at the right. Respond to each item, using the "Don't Know" and N/A ratings when appropriate.

EXCELLENT - nearly ideal
GOOD - strong, top third
ACCEPTABLE - average, middle third
POOR - inadequate, lower third
DON'T KNOW - unable to evaluate
N/A - not applicable

	Excellent 4	Good 3	Acceptable 2	Poor 1	Don't Know 0	N/A 9
1. General Occupational Education Goals Are:						
1 Clearly stated in writing.						
2 Understood by administrators, counselors and instructors.						
3 Used as a basis for planning specific programs and services.						
2. Planning Occupational Programs Includes Participation Of:						
1 Administrators and instructors.						
2 Students and former students.						
3 Advisory committees.						
3. Results Of The Planning Process Are Used As A Basis For:						
1 Program evaluation.						
2 Implementing, discontinuing or revising programs.						
4. Program Planning And Evaluation Includes Use Of Current Data From:						
1 Labor market and employment training needs of the community.						
2 Business/industry trends.						
3 Job performance requirements and employer recommendations.						
4 Follow-up studies.						
5. Learner Performance Objectives Are:						
1 Clearly stated in writing in measurable terms.						
2 On file for each course.						
3 Used to help students assess progress.						
4 Consistent with job performance requirements.						
6. Promotion Of Occupational Education:						
1 Informs the public of program goals and needs.						
2 Informs potential students about importance of the program.						
3 Successfully gains community support.						
7. Students Desiring To Enroll In Occupational Programs Are:						
1 Counseled on employment opportunities.						
2 Treated equitably in recruitment and enrollment.						
3 Provided services needed such as financial aid and child care.						

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	4	3	2	1	0
8. Instruction Is Adapted To:					
1 Recognize students' occupational objectives.					
2 Meet individual needs of students.					
3 Provide courses at convenient times and locations.					
4 Provide for shop and personal safety procedures.					
5 Be realistic in relationship to industry practices.					
6 Provide for upgrading and retraining as needed.					
9. Related Courses Are:					
1 Relevant to the needs of students.					
2 Available when needed to complement occupational instruction.					
3 Providing communications, mathematics and reading skills needed.					
10. Related Work (Or Clinical) Experience Is:					
1 Available for all students at convenient times and locations.					
2 Coordinated with classroom instruction.					
3 Planned and coordinated with employer supervision.					
11. Counseling And Guidance Services:					
1 Are available for all students.					
2 Are provided by qualified and interested staff members.					
3 Are adapted to student career interests and needs.					
4 Make use of a variety of relevant resources.					
5 Help students with personal problems.					
12. Special Persons' Services Are:					
1 Readily available to:					
(1) All disadvantaged students.					
(2) All handicapped students.					
(3) All displaced homemaker or reentry students.					
2 Conducted by qualified staff.					
3 Coordinated with occupational instruction.					
4 Evaluated through monitoring progress of students.					
13. Overcoming Sex Bias And Discrimination Is Given Emphasis In:					
1 Program enrollments, recruitment and admission policies.					
2 Course and program content and teaching methods.					
3 Student counseling and guidance.					
4 Staff recruitment, selection and promotion.					
14. Instruction In Economics And Consumer Education Is Included To Help Students:					
1 Understand their future responsibilities as employees.					
2 Learn to manage time and money.					

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	Excellent 4	Good 3	Acceptable 2	Poor 1	Does not exist 0	N/A 9
15. Students Completing A Program:						
1 Are prepared to meet requirements of job for which trained.						
2 Are placed in a job related to their training.						
3 Have high standards of work quality.						
4 Have good work habits and attitudes.						
5 Are able to adjust to the working environment.						
16. Placement Of Occupational Students:						
1 Is done through a planned, coordinated system.						
2 Identifies employment opportunities for all students.						
3 Instructs students on how to apply for a job.						
17. Follow-up Studies Are:						
1 Done through a planned, coordinated system.						
2 Conducted regularly for program completers.						
3 Conducted regularly for program leavers.						
4 Current and on file for each program.						
5 Available for instructors' use.						
18. The Administrative Structure:						
1 Provides for qualified administrative personnel who are:						
(1) Committed to and knowledgeable about occupational education.						
(2) Given time for planning and evaluation.						
2 Provides a clear delineation of responsibility, authority and accountability.						
3 Encourages communications between staff and administration.						
19. The Instructional Staff:						
1 Is adequate in number to:						
(1) Meet individual student learning needs.						
(2) Assist with student advisement and placement.						
(3) Maintain contact with employers and potential employers.						
2 Is vocationally certified.						
3 Is qualified by:						
(1) Relevant employment experience.						
(2) Appropriate inservice training and/or experience.						
(3) Teaching competence as evidenced by peer, student and/or administrative judgment.						
4 Provides interesting and understandable instruction.						
5 Receives inservice training opportunities through:						
(1) Funds allocated for instructor participation.						
(2) Time made available for instructor participation.						
6 Has a support staff to provide:						
(1) Office and clerical assistance.						
(2) Instructional assistance for faculty.						

BEST COPY AVAILABLE

BEST COPY AVAILABLE

	Excellent 4	Good 3	Acceptable 2	Poor 1	Don't Know 0	N/A 9
20. Equipment And Instructional Facilities Used Are:						
1 Functional, well maintained and meet safety standards.						
2 Sufficient in supply to meet the needs of the students.						
3 Representative of that used in industry.						
4 Flexible and adaptable to changing instructional approaches.						
21. Instructional Materials And Library Resources Are:						
1 Current and relevant to the occupation.						
2 Selected to avoid sex bias and discrimination.						
3 Readily available for student use as needed.						
4 Sufficient in quantity for the students enrolled.						
22. Representative Advisory Committees:						
1 Have been appointed for the occupations being served.						
2 Meet with sufficient regularity to carry out their functions.						
3 Provide input in areas such as curriculum planning, evaluation and training standards.						
23. The Budget:						
1 The operating budget:						
(1) Is planned with instructor input.						
(2) Is adequate for achieving program objectives.						
(3) Is based upon program priorities.						
2 The capital budget:						
(1) Is planned with instructor input.						
(2) Supports program objectives adequately.						
(3) Provides for scheduled equipment repair and replacement.						
(4) Provides for the refurbishing and modification of facilities.						

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.Program Evaluation Letter to Employers!
December 11, 1984

Dear ,

We are conducting a study of our Medical Assistant program to determine how well it is serving the community and to determine what changes could make it more effective. The study includes input from representative employers, advisory committee members, former students, current students and staff members.

Will you participate by completing and returning the enclosed appraisal forms consisting of a survey form and a page with questions relating to you as an employer of a student from our Medical Assistant program. Your responses are a valuable component of the study.

The ratings should be about the employee whose name is on the employer question page. The responses will be treated as confidential information, and neither you nor the employee will be identified in any way in the final results of the study.

A stamped, self-addressed envelope is enclosed for your convenience. We would appreciate your returning the completed appraisal form to us by January 11, 1985.

If you have any questions regarding this process, please do not hesitate to contact me. My telephone number is 754-7711, ext. 212.

Sincerely,

Dorna Bullpitt, Associate Dean of Instruction
Vocational Education

DB/ct

Enclosures
REF0038v

SOUTH PUGET SOUND
COMMUNITY COLLEGE

FORM B

Employer's and Advisory Committee Members' Appraisal of Occupational Education

RATING INSTRUCTIONS:

Please rate each of the following items according to the scale at the right. Respond to each item, using the "don't know" and N/A ratings when appropriate.

EXCELLENT	- nearly ideal
GOOD	- strong, top third
ACCEPTABLE	- average, middle third
POOR	- inadequate, lower third
DON'T KNOW	- unable to evaluate
N/A	- not applicable

How Well Does The Occupational Education Program Provide For:	Excellent	Good	Acceptable	Poor	Don't Know	N/A
Labor market and employment training needs of the community.						
Business/industry trends.						
Job performance requirements and employer recommendations						
Upgrading and retraining as needed.						
Communications, mathematics and reading skills needed.						
Related work (or clinical) experience for students.						
Special services for disadvantaged, handicapped, displaced homemaker or reentry students.						
Overcoming sex bias and discrimination.						
Students understanding their future responsibilities as employees.						
Students' preparation to meet requirements of job for which trained.						
High standards of work quality.						
Good work habits and attitudes.						
Ability of students to adjust to the working environment.						
Placement of occupational students.						
Follow-up studies of former students.						
Equipment and instructional facilities representative of that used in industry.						

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SOUTH PUGET SOUND
COMMUNITY COLLEGE

EMPLOYERS

Employer's Appraisal of Occupational Education

Name of Firm _____ Phone _____

Address _____ _____ _____ _____
(Street) (City) (State) (Zip)

Name of Employee _____ Job Title _____

How long has this person been an employee?

Less than 1 year___ 1 to 2 years___ Over 2 years___

Person completing rating _____ Position _____

- - - -

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Program Evaluation Letter to Advisory Committee Members!
December 7, 1984

Dear :

We are conducting a survey of our Medical Assistant program to determine how well it is serving the community and to determine what changes could make it more effective. The study includes input from representative employers, advisory committee members, former students, current students and staff members.

Will you participate by completing and returning the enclosed appraisal form consisting of a survey form and a second page with questions relating to your role as an advisory committee member. As a member of the Medical Assistant program, your responses will be valuable to the study. We are looking forward to receiving them.

For your convenience, a stamped, self-addressed envelope is enclosed. We would appreciate your returning the completed appraisal form to us by January 11, 1985.

Thank you for your cooperation.

Sincerely,

Dorna Bullpitt, Associate Dean of Instruction
Vocational Education

DB/ct

Enclosure
REF0037v

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SOUTH PUGET SOUND
COMMUNITY COLLEGE

FORM B

Employer's and Advisory Committee Members' Appraisal of Occupational Education

RATING INSTRUCTIONS:

Please rate each of the following items according to the scale at the right. Respond to each item, using the "don't know" and N/A ratings when appropriate.

EXCELLENT - nearly ideal
GOOD - strong, top third
ACCEPTABLE - average, middle third
POOR - inadequate, lower third
DON'T KNOW - unable to evaluate
N/A - not applicable

How Well Does The Occupational Education Program Provide For:	Excellent 4	Good 3	Acceptable 2	Poor 1	Don't Know D/K	N/A
Labor market and employment training needs of the community.						
Business/industry trends.						
Job performance requirements and employer recommendations						
Upgrading and retraining as needed.						
Communications, mathematics and reading skills needed.						
Related work (or clinical) experience for students.						
Special services for disadvantaged, handicapped, displaced homemaker or reentry students.						
Overcoming sex bias and discrimination.						
Students understanding their future responsibilities as employees.						
Students' preparation to meet requirements of job for which trained.						
High standards of work quality.						
Good work habits and attitudes.						
Ability of students to adjust to the working environment.						
Placement of occupational students.						
Follow-up studies of former students.						
Equipment and instructional facilities representative of that used in industry.						

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SOUTH PUGET SOUND
COMMUNITY COLLEGE

ADVISORY COMMITTEE
MEMBERS

Advisory Committee Appraisal
of Occupational Education

Committee_____

How long have you been a member of this advisory committee?

Less than 1 year____ 1 to 2 years____ Over 2 years____

Were you provided orientation training as to your role as advisory committee member?

Yes____ No____

In what ways has your advisory committee helped to improve the occupational educational program(s) in its field? (i.e., curriculum development, updating equipment)

_____

_____

_____

In what ways could your advisory committeee provide additional help toward improving the occupational education program(s) in its field?

_____

_____

_____

What do you consider as the major strengths of the occupational education program(s) your advisory committee serves?

_____

_____

_____

What do you consider as the major needs for improvement in the occupational education program(s) your advisory committee serves?

_____

_____

_____

!Program Evaluation Letter to Current Students!
December 7, 1984

South Puget Sound Community College is conducting a study of several occupational programs this year. The purposes of the evaluation are to determine how well the programs are serving not only you as a student but also the community and how the programs can be improved. To do this selected employers, advisory committee members, faculty members, former students and present students are being asked to evaluate the programs.

Will you please participate by completing and returning the enclosed appraisal form for the Medical Assistant program. Please do not sign the form. Your responses will not be identified with you individually. Your participation along with that of other students currently enrolled will be of value in determining how well the Medical Assistant program is meeting your needs and expectations.

Thank you for your assistance in returning the completed form to me by January 4, 1985 using the enclosed, self-addressed envelope.

Sincerely,

Dorna Bullpitt, Associate Dean of Instruction
Vocational Education

DB/ct

Enclosure
REF0156v

!Program Evaluation Letter to Former Students!
December 14, 1984

Dear ,

South Puget Sound Community College is conducting a study of several occupational programs this year to assess how well they prepared you for the world of work or further education and to determine what changes can make them more effective. Would you assist by completing the enclosed appraisal form.

Your responses combined with those of other students and former students will be of value to us in appraising the Medical Assistant program in which you were enrolled. Your responses will be treated as confidential and you will not be individually identified in any way.

A self-addressed stamped envelope is enclosed for your convenience. Would you please complete and return the evaluation form by January 4, 1985.

We hope all is going well with you. Please keep us informed of your activities and of any way in which we may be of service to you.

Sincerely,

Dorna Bullpitt, Associate Dean of Instruction
Vocational Education

DB/ct

Enclosure
REF0128v

SOUTH PUGET SOUND
COMMUNITY COLLEGE

FORM C

Student Appraisal of
Occupational Education

Program _____

You are a: Current Student _____
Former Student _____

RATING INSTRUCTIONS:

Please rate each of the following items according to the scale at the right. Respond to each item, using the "Don't know" and N/A ratings when appropriate.

EXCELLENT	- nearly ideal
GOOD	- strong, top third
ACCEPTABLE	- average, middle third
POOR	- inadequate, lower third
DON'T KNOW	- unable to evaluate
N/A	- not applicable

Excellent 4	Good 3	Acceptable 2	Poor 1	Don't know 0	N/A 0

Students Desiring To Enroll In Occupational Programs Are:

Counseled on employment opportunities. _____
Treated equitably in recruitment and enrollment. _____
Provided services needed such as financial aid and child care. _____

The Instructional Program is Adapted To:

Recognize students' occupational objectives. _____
Meet individual needs of students. _____
Provide courses at convenient times and locations. _____
Provide for shop and personal safety procedures. _____
Be realistic in relationship to industry practices. _____

Related Courses Are:

Relevant to the needs of students. _____
Available when needed to complement occupational instruction. _____
Providing communications, mathematics and reading skills needed. _____

Related Work (Or Clinical) Experience Is:

Available for all students at convenient times and locations. _____
Coordinated with classroom instruction. _____
Planned and coordinated with employer supervision. _____

Counseling And Guidance Services:

Are available for all students. _____
Are provided by qualified and interested staff members. _____
Are adapted to student career interests and needs. _____
Make use of a variety of relevant resources. _____
Help students with personal problems. _____

Instruction In Economics And Consumer Education Is Included To Help Students:

Understand their future responsibilities as employees. _____
Learn to manage time and money. _____

	4 Excellent	3 Good	2 Acceptable	1 Poor	0 Don't Know	9 N.A.
Students Completing A Program:						
Are prepared to meet requirements of job for which trained.						
Are placed in a job related to their training.						
Placement Of Occupational Students:						
Is done through a planned, coordinated system.						
Identifies employment opportunities for all students.						
Instructs students on how to apply for a job.						
The Instructional Staff:						
Is adequate in number to:						
-Meet individual student learning needs.						
-Assist with student advisement and placement.						
-Maintain contact with employers and potential employers.						
Is qualified by relevant employment experience.						
Provides interesting and understandable instruction.						
Equipment And Instructional Facilities Used Are:						
Functional, well maintained and meet safety standards.						
Sufficient in supply to meet the needs of the students.						
Representative of that used in industry.						
Flexible and adaptable to changing instructional approaches.						
Instructional Materials And Library Resources Are:						
Current and relevant to the occupation.						
Selected to avoid sex bias and discrimination.						
Readily available for student use as needed.						
Sufficient in quantity for the students enrolled.						

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SOUTH PUGET SOUND COMMUNITY COLLEGE

Instruction Program Planning Committee
(supporting data - !DATE!)

	STUDENT DEMAND	COST			COMMUNITY DEMAND				DUPLICATION: Washington Community Colleges (Southwest Region) [Ft. Steilacoom, Clark, Olympic, Lwr. Columbia, Tacoma, Centralia, Grays Harbor]
					Placement 1982/83				
	Fall FTE 1984	COST PER FTE	Funding Model	% of Ratio	Employment Related	Non-Related	Cont. their education	Number contacted	
ACCOUNTING (2101)									
ANTHROPOLOGY (2115)									
ART (2209)									
AUTOMOTIVE TECHNOLOGY (2401)									
BIOLOGY (2302)									
BUSINESS (2114)									
CHEMISTRY (2303)									
CIVIL ENGINEERING TECHNOLOGY (2305)									

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EXPLANATION FOR GENERAL PURPOSE SURVEY

1. EXIT

   Allows operator to exit from the program.

2. HELP INFORMATION

   Provides operator with information when a problem arises in utilizing the program.

3. CREATE/CHANGE (Keyword file)

   Allows operator to create file by:

   a. Entering number of survey questions
   b. Entering key word statement for each question

4. ENTER SURVEY DATA

   Opertor enters data for questions from each survey form.

5. VIEW SURVEY RESULTS

   Allows operator to view survey results on the screen before printing. Shows statements and responses with weighted averages given for each response. Automatically excludes N/A's or blanks from averaging process.

6. VIEW CORRELATIONS

   Allows operator to enter items where correlation is desired, view data and request a printout of correlated items.

7. COPY KEYWORDS

   Saves rekeying keywords when same survey questions are to be asked of a new group.

8. DELETE

   Allows operator to delete data from the survey or to delete the entire survey.

The information compiled from the survey data can also interface with a business graphics software package for the purpsoe of visual charting.

```
**  GENERAL PURPOSE SURVEY  **
*         MASTER  MENU          *

     1 -  EXIT

     2 -  HELP INFORMATION

     3 -  CREATE/CHANGE KEYWORD FILE

     4 -  ENTER SURVEY DATA

     5 -  VIEW SURVEY RESULTS

     6 -  VIEW CORRELATIONS

     7 -  COPY KEYWORDS FROM EXISTING SURVEY

     8 -  DELETE CURRENT SURVEY (CAUTION)

ENTER OPTION:

     'F1' TO ESCAPE
```

Appendix B:

Dallas County Community College District
Program Evaluation Guidelines

OCCUPATIONAL EDUCATION PROGRAM EVALUATION

FORMAT GUIDELINES

Purpose of Evaluation

In addition to the authority and encouragement stated in the Texas State Plan for Vocational Education, the evaluation must be linked back to the real purposes and objectives of the college and that of occupational education in the district as stated in the DCCCD policy manual.

> "The colleges shall monitor the technical and occupational training needs of the Dallas area and the communities they serve, and shall develop and offer courses which are designed to equip students, through one and two-year credit programs, with the skills and technical knowledge required for successful employment in semi-professional or other occupational fields."

Philosophy of Evaluation

The comprehensive community college, charged with the responsibility of meeting a broad spectrum of educational needs, as well as meeting manpower demands, must systematically assess its programs' relevancy and quality in meeting those needs. The improvement of instruction, the updating of programs, and the efficient use of resources coordinated with meeting student and community needs are the real purposes of evaluation.

General Procedure

The following occupational program evaluation format is intended to be a minimum-standard guide in evaluating all DCCCD occupational programs on a three-year cycle. Campuses are encouraged when and where appropriate to go beyond this format. For example, there may be unique programs which necessitate the use of a third party outside evaluator or a TEA consultation.

In order for the evaluation results to be timely and useful, every effort should be made to complete a program evaluation during a 12-month period of time. It is recommended that all evaluations begin in the Fall.

Occupational Program Evaluation is basically a campus activity. The Division Chairperson and the Tech/Occ Dean have active roles in the entire process. The Tech/Occ Dean provides over-all guidance and supervision of the process on campus. To assist campus personnel, the District staff will provide cost, enrollment, student interest, and follow-up data. The Assistant Director of Occupational Education will serve as a general district coordinator/facilitator for the evaluation activity, and will be available to assist in data analysis, formulation

of recommendations, and the preparation of reports.

The attached flow chart identifies key elements in the evaluation process, lists titles of responsible persons, and suggests a time frame. Deviations from this format and time frame are permissible. However, Tech/Occ Deans should consult with the District Occupational Education office prior to any major deviation.

The first step in the three-year cycle is for the Tech/Occ Dean and other campus administrators to identify the programs to be evaluated each semester. Programs should be identified at least one year in advance of the evaluation process. (A program evaluation schedule is attached.) Similar programs should be evaluated during the same semester. For example, if three campuses have an auto mechanics program, those programs should be evaluated during the same semester.

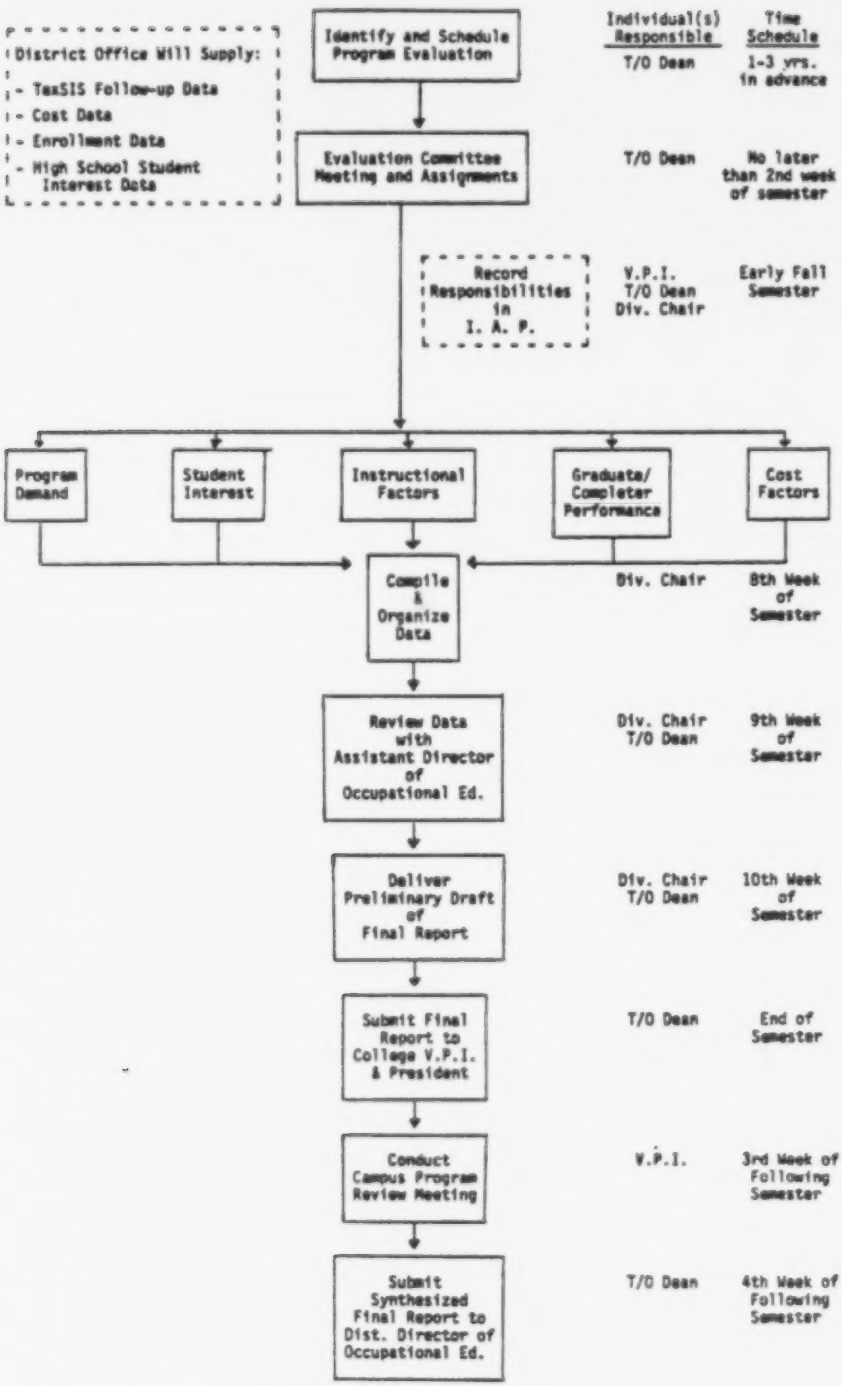
It has been considered advantageous to have an Occupational Program Evaluation Committee on each campus. The functions of that committee include assisting the Tech/Occ Dean in making assignments and sharing the work load. It is suggested that the committee member's responsibilities be planned well in advance of the evaluation process in order for those responsibilities to be recorded on the Individual Action Plans for each person participating.

When the data collection and compilation phase has been completed, the Tech/Occ Dean shall invite the Assistant Director of Occupational Education to review the data, suggest further collection or analysis, and to assist in the formulation of recommendations.

The Division Chairperson shall develop a preliminary draft of the final report to be submitted to the Tech/Occ Dean, the Vice President of Instruction, and the college President. It is suggested that the Vice President of Instruction convene a program evaluation review meeting for all key persons involved or affected to discuss the preliminary draft and to determine future action. Upon completion of the campus review, a final report will be developed by the Division Chairperson and the Tech/Occ Dean. (The final report is discussed further on page three of these guidelines.)

It is suggested that the final report be kept on campus and a synthesized version prepared for submission to the District Director of Occcupational Education.

DCCCD
OCCUPATIONAL PROGRAM EVALUATION
FLOW CHART



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1. PROGRAM DEMAND

In analysis of employment or manpower demand for products of a specific vocational education program, both present demand, as well as future (5 year) demand shall be considered. Demand trends in related occupations and cyclical economic conditions shall be reflected in the evaluation.

It is suggested that employment demand information be obtained and analyzed from the following sources.

a. Texas State 1202 Commission Report for the Post-Secondary Educational Planning.

b. Texas Employment Commission Data (Job Scene and Monthly Occupational Shortages.)

c. Department of Labor Bureau of Labor Statistics.

d. Local employer questionnaires.

e. Newspaper classified ads.

f. Advisory Committees comments.

g. Tex-SIS follow-up forms
   F05-1-E question 6
   F04-1-G question 1, 6, & 7 Section C

h. Faculty and placement officer(s) comments.

i. Other.

The final report shall address the following questions.

1. Is there sufficient demand to warrant the continuation of the program?

   a. Any expansion necessary to meet increased demand?

   b. Any trends that would signal the need for program modifications?

2. Has demand decreased or are the future forecasts such that program reduction or elimination would be in order?

   a. Describe time phase down or out recommendations.

   b. Describe effects on personnel and or other programs.

PROGRAM DEMAND ANALYSIS SHEET

Program_____

College_____ Date_____

	Present Demand				Future *				
	VP	P	G	E		VP	P	G	E
Texas 1202 Commission Report									
Texas Employee Commission Data									
Department of Labor Bureau of Labor Statistics									
Local Employer Questionnaires									
Newspaper Classified Ads									
Advisory Committees									
Tex-SIS Follow-up Forms									
Faculty									
Placement Officers									
Other									

Overall demand summary

Describe any unique situations effecting demand (i.e. cyclical economic phase).

Future program recommendations as result of the demand analysis.

* VP = Very Poor = Keenly Competitive
P = Poor = Deminishing Demand
G = Good = Demand is present and stable
E = Excellent = Demand is on the increase

2. STUDENT INTEREST

Data for this component should be collected and analyzed from several sources. However, the following two basic sources are available through the assistance of district staff.

a. Future student interest: Explorer Scout sponsored Career Interest Survey. (See survey form on page 7 and summary on page 8)

b. Present and past interest enrollment records are on file in District and can be extracted and presented, showing a multiple years' historical pattern or trend.

c. Other sources

1. Interest in related Community Service courses.

2. Interest in similar or related courses on other campuses and in other institutions.

3. Has or is private enterprise responding to the need or interest in this program area by offering education or training?

4. Have there been any requests from business and industry for specific training?

5. Have college representatives called on businesses or industries for the purpose of extending the services of a program to them? (responses)

6. What reactions, comments and/or results have staff received through recruiting efforts at area high schools? (Some information is available from the faculty self evaluation.)

7. Has a Career Interest Survey been conducted soliciting student suggestions as to course offerings and preferred time schedules?

HISTORICAL DATA:

Enrollment	1972	1973	1974	1975	1976	1977
Certificate Level						
Full-Time	--	--	--	--	--	--
Part-Time	--	--	--	--	--	--
Associate Level						
Full-Time	129	117	93	94	58	96
Part-Time	142	170	209	199	178	198
Total Head Count	271	287	302	293	236	294
Awards						
Certificates	--	--	--	--	--	--
Associate Degrees	22	54	70	70	75	55
Total All Awards	22	54	70	70	75	55

3. INSTRUCTIONAL FACTORS

This component will required the most "on-campus" activity and it will also require the greatest amount of subjective data analysis. The elements to be considered in this component are:

a. Program and course goals and objectives shall be clearly written and agreed upon by college faculty, administration and advisory committees. Programs must show evidence that the goals and objectives are reflected in courses content and required performance of the students.

b. Faculty self-analysis and faculty analysis of program. (An example is shown on the following pages.)

c. Curriculum analysis:

   (1) A task analysis should be conducted if a recent task analysis is not available. A copy of the task analysis shall be included in the evaluation materials.

   (2) As a result of the task analysis, will curriculum revisions be developed and forwarded for approval?

   (3) The evaluation materials shall include minutes of the Advisory Committee meeting in which the committee expressed positive reaction to and/or approved the curriculum.

d. Present student evaluation summary of instruction (instructor, program, equipment, facility and curriculum) shall be included. Each campus may use its own form.

e. The following selected instruction related questions from the Tex-SIS student and employer follow-up forms are recommended for analysis. (Some of these forms are not presently in use by the District.)

(1)	Tex-SIS F02-6-D	Questions	2 & 7
(2)	Tex-SIS F02-2-E	Questions	1 & 5
(3)	Tex-SIS F02-1-E	Questions	1 & 2
(4)	Tex-SIS F03-1-E	Questions	Sec. A 5, 6 & 7
			Sec. B 4
(5)	Tex-SIS F03-2-C	Questions	Sec. A 4
			Sec. B 3 & 4
			Sec. C 2 & 4
*(6)	Tex-SIS F04-1-G	Questions	Sec. A 3 & 4
			Sec. B 5
			Sec. C 3 & 4
			Sec. D 1 & 2
*(7)	Tex-SIS F05-1-E	Questions	3, 4, 5, 7 & 8

*included on the following pages.

4. GRADUATE/COMPLETER PERFORMANCE

This component could be considered the most important factor in occupational program evaluation. College shall follow up on a significant percentage of their program graduates and or completers. a (45%) per cent return could be considered adequate for most programs. Colleges are encouraged to cooperate with and use the Tex-SIS follow up forms and systems, however when inadequate return data is not available colleges shall implement their own follow-up procedure using the Tex-SIS forms as a guide for questions.

Follow up information shall be obtained from:

a. Graduates

b. Completers

c. Employers

5. COST FACTORS

In this component financial data shall be analyzed mainly through comparison procedures. Costs of the program shall be compared with:

a. Other similar program costs on the campus.

b. Other similar program costs with the District.

c. Other similar program costs with the State.

d. TEA Funding rates. (Programs can be considered "cost effective" if direct program costs are within approximately 75% of the TEA funding rate.)

Unusually high and/or low cost effectiveness figures shall be explained and/or justified in the final report.

FINAL REPORT

The final report shall be carefully developed from the data amassed in the Division Chairperson's office and will include the recommendations of those persons attending the review meeting convened by the Vice President of Instruction. The Division Chairperson, with the cooperation of the Tech/Occ Dean, shall initiate the final report by organizing, analyzing, and synthesizing the data gathered. The report shall also include the Division Chairperson's and Tech/Occ Dean's recommendations and commendations regarding the program. The report is then submitted to the Vice President of Instruction and the college President. The Tech/Occ Dean shall prepare a further synthesized version for submission to the District Director of Occupational Education. (A suggested guide for the final report is attached.)

It is further suggested that the evaluation data be kept in an active file on campus for at least one year following the submission of the final report. The data will be useful in future program, budget, and personnel development activities.

FINAL REPORT
(suggested guide)
2 to 3 pages

Name of program

Campus

Date(s) of evaluation

Summary of program strengths

Commendations: (List any particular person(s) or incident(s) in or surrounding the program that has added quality or enhanced the program beyond the norm.)

Summarize any concerns identified in the program.

List corrective and/or program improvement action plans to overcome identified concerns associated with the success of the program.

Discuss budget implications.

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

OCCUPATIONAL PROGRAM PROFILE

I. CAPABILITY

A. INSTRUCTIONAL FACTORS

1. In what year did curriculum revisions occur in this program?

   1981-82_____ 1982-83_____ 1983-84_____

2. What was revised and why was the revision necessary?

3. Are there written objectives, stated in performance terms for both skill and knowledge levels, for every major course in the program on file with the office of VPI?

B. INSTRUCTIONAL PERSONNEL

1. How many full-time faculty (FTE) taught in the program for:

   a. Fall semester headcount and FTE for 81-82, 82-83 and 83-84.
   b. Spring semester headcount and FTE for 81-82, 82-83 and 83-84.
   c. Summer I headcount and FTE for 81-82, 82-83, and 83-84.
   d. Summer II headcount and FTE for 81-82, 82-83, and 83-84.

2. How many part-time faculty taught in the program for:

   a. Fall semester headcount and FTE for 81-82, 82-83 and 83-84.
   b. Spring semester headcount and FTE for 81-82, 82-83 and 83-84.
   c. Summer I headcount and FTE for 81-82, 82-83 and 83-84.
   d. Summer II headcount and FTE for 81-82, 82-83 and 83-84.

3. In 1983-84, what percentage of contact hours were taught in your program by full-time instructors, full-time instructors on extra-service, and part-time instructors?

4. List the full-time faculty in the program involved in any professional development activity related to their technical field and/or instructional strategy (course, workshop, industry experience, etc.) to improve or update their skills and/or knowledge during the past year?

C. FACILITIES

1. Quantify special facilities (excluding regular classrooms) which directly support this program by providing the following information:

   1. Room Number
   2. Description of Facility
   3. Square Feet
   4. Other Quantifiers

2. Have you been unable to offer additional courses/sections or turned away students due to specialized facility constraints this past Fall and/or Spring? If so, when?

D. EQUIPMENT

1. Is there a replacement schedule?

2. Have you been unable to offer additional courses/sections or turned away students due to specialized equipment constraints this past Fall and/or Spring?

3. Do you utilize specialized equipment off-campus to accommodate program demand?

4. List approximate amounts of capital equipment (dollar amounts) purchased and percentage of accounts 2741 for the academic years 81-82, 82-83 and 83-84.

II. FUNDING

A. STUDENT STATISTICS

1. What were the enrollment statistics for the last three years (Fall, Spring, Summer I & II) (Source: STU 52600)?

   a. Contact Hours Total (Regular, Co-op, Total)
   b. Headcount Unduplicated (Regular, Co-op, Total)
   c. Concurrent Non-credit (Headcount and Contact Hours)
   d. Related Continuing Education HEGIS Code
   e. Related Continuing Education (Headcount and Contact Hours)

B. COST PER CONTACT HOUR

1. Reimbursement rate for 81-82, 82-83, 83-84.

2. Cost per contact hour for 81-82, 82-83, 83-84.

3. Median cost/contact hour (or average cost/contact hour) on statewide basis for 81-82, 82-83, 83-84.

4. Contact hour projections (to what extent has this program met contact hour projections) or (how do projected compare with actuals) for 81-82, 82-83, 83-84.

III. IMPORTANCE OF PROGRAM

A. What type of activities have gone on within the past three years (1981-1984) which would demonstrate the college's commitment to this program?

B. What is the composition of the program's advisory committee? Please list area of occupation and ethnic background.

1. How many members attended (81-82, 82-83, 83-84)?
2. How many members were new in each year (81-82, 82-83, 83-84)?
3. How many times did the advisory committee for this program meet (81-82, 82-83, 83-84)?

IV. MARKET VIABILITY

A. MARKETING

1. How many special marketing efforts have been conducted by program faculty on direct behalf of this program within the past three years (High School visits, Business and Industry visits, Speeches, Advertisements, Other)?

2. How often is the program brochure revised?

3. How many high school seniors chose this area as a first career choice?

B. OTHER

1. How many courses per year did this program conduct on another campus through home/host (81-82, 82-83, 83-84)?

2. How many student job placements were made by:

   a. Program Faculty (81-82, 82-83, 83-84)
   b. Placement Office (81-82, 82-83, 83-84)
   c. Cooperative Education Office (81-82, 82-83, 83-84)

3. How many students graduated from your program and (Source: Admissions Graduate Report) how many of your program graduates are employed in the occupation for which they were trained (81-82, 82-83, 83-84, Degrees, Certificates, Employed in Occupation)

4. How much does a graduate earn (average per hour) who completes your program? (Source: Coop Director, Faculty and/or Advisory Committee)?

5. How many students enrolled in courses in this program are currently employed in fields directly related to course of study?

6. How many completers did the program have in 1983-84?

7. What special training programs for business and industry do you have?

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
OCCUPATIONAL PROGRAM ANALYSIS

Strategic planning helps a college determine its long-range direction; define and decide between clear alternatives; and use available resources effectively. This means that program priorities need to be established and that resources may need to be reallocated. If this were not the case, it would mean that the status quo is presently suitable and will be suitable in the future. If the status quo was suitable, then the capabilities, funding, importance, and market viability of each program would be suitably aligned with the program's priority in the overall scheme of things.

Program analysis is a vital step in the development of college plans. Program analysis should result in decisions about the priority of a program as well as an assessment of a program's capability, funding, importance, and market viability. While much of what happens in program analysis should be clearly rational, it is important that subjective judgements be made with objective information. In the DCCCD's strategic planning for occupational education, the program analysis component should use information collected by means of the Occupational Program Profile along with data from the College Service Area Factbook and other available data sources.

The program analysis technique is a direct descendant of portfolio analysis techniques commonly used in business. Variations of this approach have been used to good effect in colleges and universities. One major aspect of this approach is that it combines a market/political point-of-view with the rational/scientific point-of-view so prevalent in most planning systems. The following sections describe a step-by-step process for conducting the program analysis:

Application of Criteria to Programs and Services, Prioritization of Programs, Cross-Comparison of Programs, and Recommended Plans.

APPLICATION OF SERVICE AREA CRITERIA

The first step in the program analysis is to determine how a program relates to the service area through the consideration of student, general community, and business community criteria (see Form A). The Occupational Education Task Force will use program information to reach consensus (or majority) in each of these areas. The application of these criteria, as described in detail below, will result in the assignment of service area priority to each program at a college.

A. Criteria

Student. All occupational programs should provide current and up-to-date skills and knowledge. Additionally, the programs should provide training in occupations where job demand is sufficiently high to assure good employment opportunities and wages.

General Community. Occupational programs should be meeting needs identified in the community which the college serves. Consideration should be given to whether the DCCCD/College is the only institution that can or is providing the program, and whether it is important to maintain or ignore a program.

Business Community. Occupational program offerings should tie in directly with the needs of the business community. Each College should assess its service area and determine what its priority is regarding (a) expansion of services to business and industry groups, and (b) increased involvement with business and

industry. Each College should also determine as appropriate, its involvement in curricular offerings related to high technology and entrepreneurship.

B. Process

The OETF should invite the Division Chair and program faculty to participate in the analysis. The following steps should be used:

1. Rate the program in Column 1 using a scale of 0-5 with 5 being the highest.
2. Multiply the rating by the weighted factor (x) to determine the score.
3. Follow this procedure through the first five columns.
4. In order to proceed, you must assign a weight factor to each column to a maximum of eight points.
5. Follow the same steps as before--multiplying the criteria rating by the weighted factor and writing in the score--for each column.
6. In the last column, total all the scores from each column.

PRIORITIZATION OF PROGRAMS

In order to prioritize all the programs at your college you will list them from the highest to lowest score on Form B. Group the programs into three categories (High, Medium, or Low Priority) by placing a check under the appropriate column. Thus, the OETF will determine what priority a program has for the college service area. That is, from the point-of-view of individuals and groups being served (or not served) what is the priority of a certain program or service? The service area priority may be (and often is) different from the importance of a program or service within the college.

CROSS-COMPARISON OF PROGRAMS

The cross-comparison process uses a series of matrices to compare service area priority (external focus) to several internal factors (capability, funding, importance/centrality, and market viability). This assures that the market/political factors contained in the service area priority are given continual importance.

The OETF comes to consensus on the relative capability, funding, importance/centrality, and market viability of each program by giving each program a High, Medium, or Low rating on each of those internal factors by placing a check-mark on Form C in the appropriate cell of each matrix, i.e. High Priority/High Importance, and High Priority/High Market Viability. This is, of course, easily said but not so easily done. Once this has been accomplished the OETF can get down to the whole point of the program analysis, making recommendations about the allocation of resources to the programs analysed. Definitions of the internal factors are listed below.

Capability. Based on data from the Profile (and other sources) along with the combined wisdom of the Task Force members, "capability" is the ability of a program or service to do the job it ought to be doing. The fact that the capability of a program may be judged to be low should be seen simply as a lack of resources for the program. This is an assessment of relative strength and an indicator of the extent to which the college has devoted quality management, staff depth, instructional materials and equipment, and so forth.

Funding. This is the perception of the Task Force as to the relative strength of funding for a program or service. As compared to other programs and services within the college, how well funded is this one? All programs need more funding, of course, but some need it more than others.

Importance/Centrality. Some programs and services are simply important to the college despite low volume and an uncertain future. Other programs and services are important because of obvious factors such as increasing enrollments, high job demand, and so forth. The importance/centrality factor makes explicit the centrality of a program to the college. For example, the University of Houston has recognized the importance of the foreign language curriculum despite low student interest, enrollment, and job demand simply because a university must offer foregin language instruction. There may be programs or services within colleges in the DCCCD which are highly important for similar reasons.

Market Viability. Market viability is the perception of the Task Force as to the relative stength of a program or service to survive and grow in response to demand (not need) from the market. This factor should be assessed based on Task Force perceptions of trends in student interest, job demand, salaries, and so forth.

RECOMMENDED PLANS

Looking at the cross-comparisons made for each program, the OETF makes specific recommendations about improving, maintaining, or relaxing capability, funding, importance/centrality, and/or market viability within each program and translates those recommendations into suggested activity plans. At this point the analysis is over and administrative decision-making, planning, and implementation begin.

FORM A

APPLICATION OF CRITERIA
TO PROGRAMS AND SERVICES

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College: _____

Criteria (0-5, with 5-Highest)

PROGRAM/SERVICE	STUDENT				GENERAL COMMUNITY						(Max. 8) BUSINESS COMMUNITY								Total Score
	Program (4) Provides Current Knowledge		(5) Job Demand		Program Meets (4) Perceived Training Needs of Community		To What (2) Extent is the DCCCD the Only Provider		Severe Negative (2) Reaction Will Follow if Abandoned or Ignored		Instruc- ( ) tional Services to Bus/Ind.		( ) Involvement w/ Bus/Ind.		( ) Hi-Tech Emphasis		( ) Entrepre- neurship		
	Ct.	Score	Ct.	Score	Ct.	Score	Ct.	Score	Ct.	Score	Ct.	Score	Ct.	Score	Ct.	Score	Ct.	Score	

82

87

88

Ct. (Criteria) x (x) (Weight) = Score

(Rev. 11-19-84)

FORM B

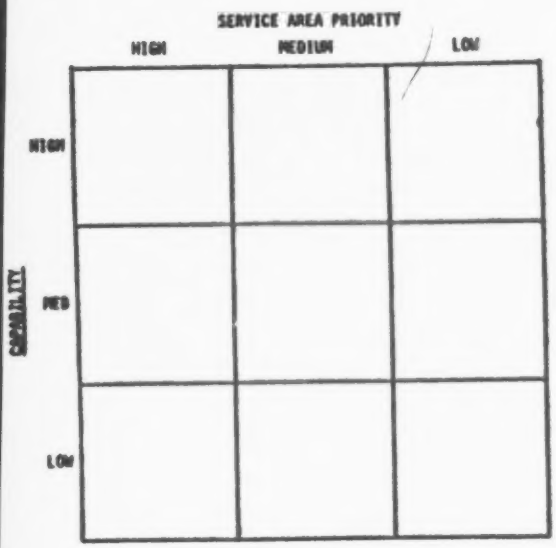
College: _____

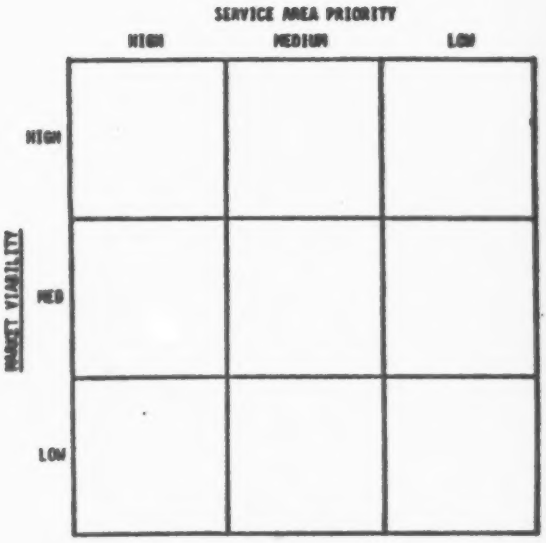
RANKED INVENTORY OF PROGRAMS AND SERVICES

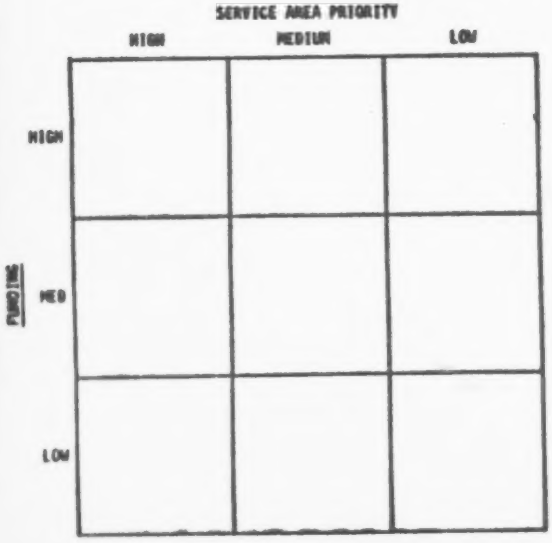
	PROGRAM/SERVICES IN DESCENDING ORDER		SERVICE AREA PRIORITIES		
	PROGRAM/SERVICES	SCORE	HIGH	MEDIUM	LOW
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					

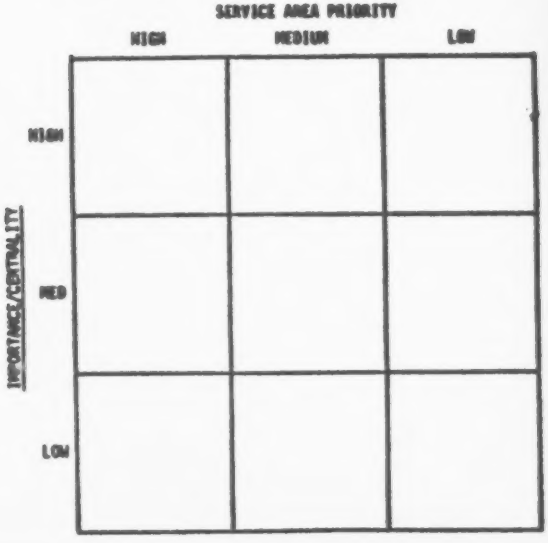
FORM C

lege: _____ Program: _____









Appendix C:

Triton College
Program Review System

A 3-TIERED PROGRAM REVIEW SYSTEM

TRITON COLLEGE

Illinois Community College Mandate

Beginning FY 1984, the Illinois Community College Board mandated that all community colleges conduct formal program review of at least 20 percent of their programs and academic support areas each year.

Components of Program Review

Three areas were emphasized by the ICCB in terms of expected areas of review:

(1) Student and Employer Demand for Program
(2) Program Cost
(3) Program Quality

Need for Program Review

In Illinois, the five primary reasons for statewide review are:

(1) Assist in Statewide Planning
(2) Justify State/Federal Expenditures
(3) Establish Priorities
(4) Assure Efficient Program Operation
(5) Assure Local/Statewide Attainment of Educational and Employment Needs

Choices

Triton College considered two systems for responding to the required program review task: COMPREHENSIVE REVIEW OF EACH PROGRAM AND SUPPORT AREA EACH FIVE YEARS; 3-TIERED PROGRAM REVIEW SYSTEM (Also considered "comprehensive" but multi-level).

CHOICES

COMPREHENSIVE (FULLY)		COMPREHENSIVE (3-TIERED) SCREENING/FOCUS/ COMPREHENSIVE	
Yearly Activity (Constant)		Yearly Activity (Varies)	
20% (Programs/ Disciplines)	15	100% (Programs/ Disciplines)	75*
20% (Support Areas)	6-7	20% (Support Areas)	6-7
Total	21-22	Total	81-82

*Comprehensive 6
*Focus 53

Thus, selection of the fully comprehensive system would have meant that 15 programs/disciplines + 6-7 support areas would have comprehensive review each year.

The 3-tiered approach resulted in 75 programs/disciplines having Tier I (screening); 53 having Tier II (focus on 1 or more of 11 areas); and 6 having Tier III (comprehensive--total review).

Rationale for Selection of 3-Tiered System:

An analysis of the strengths and weaknesses of each system resulted in the conclusion that the 3-tiered system was a more effective and efficient one.

SYSTEM ANALYSIS

	Comprehensive (Fully)		Comprehensive (3-tiered)
+1.	100% comprehensive each five years (20% each year)	+1.	100% screened yearly--"snapshot" of each program developed
+2.	Each program evaluated in a multi-faceted manner	+2.	Management-by-exception approach, "Don't fix it if it's not broken"
-3.	Weak programs slip by--would be five years before next review	+3.	Weak get attention yearly
-4.	Strong programs demand same staff time as weak ones	+4.	More productive use of staff realized
-5.	Trends difficult to ascertain with only one-fifth reviewed yearly	+5.	Signals college-wide areas needing attention
-6.	Needed attention to weak areas diluted by massive paper (reading/analysis)	+6.	Trends evident because basic data collected yearly on all programs
-7.	Process tends to become mechanical	+7.	Everyone focuses attention on program/discipline strengths/concerns on a <u>yearly</u> basis
		-8.	Multi-faceted, in-depth analysis of each program may not occur

Components of 3-Tiered System:

The screening model is based on a PIMA COLLEGE, ARIZONA, model and provides computer-generated information, typically on a four-year trend basis, on the following areas: Number of majors in program, enrollments in courses in specific program or discipline, class size trend, cost of program, ratio of full-time to part-time faculty, turnover of part-time faculty, numbers of students successfully completing courses in program/discipline, number of graduates, rate of completion of program, job placement, and use of instructional space.

Following generation of the screening model data, a two-page analysis (strengths/concerns/conclusions) is prepared for each program/discipline by the Office of Staff and Program Development. This analysis, requiring about one full week, along with a one-page computer-generated sheet on student characteristics of the program--median age, load taken, sex, racial breakdown, residence (in or out of district), time of day classes held, educational intent of students, and employment status of students--is sent to appropriate department chairpersons.

The chairpersons, along with members of their department, prepare two items: (1) A response to the two-page analysis (frequently there is information available that explains some of the screening model concerns); (2) A one-page analysis of the strengths and weaknesses of the program/discipline as seen by the department and covering items that may not have been addressed in the screening model. This second report is particularly important in identifying program quality factors missed by the heavily quantitative screening model.

Following receipt of departmental response, a decision is made on the action to be taken on each program/discipline. Possibilities include:

(1) Repeat the screening model only (automatically done for all programs) (Tier I).

(2) Conduct a focus study (Tier II) of one or more of the 11 areas included in the screening model. Past experience indicates that most programs would need focus studies on no more than 2 or 3 of the 11 areas.

(3) Conduct a comprehensive review (Tier III) of the entire program. (This includes a major study and includes components commonly found in most program review processes.)

Expanded Screening Model (Tier I):

Because the screening model tends to emphasize a limited amount of quantitative information, it became evident that additional information was needed, both of a quantitative and qualitative nature, to begin to address the more difficult "quality" issues.

As a result, Triton College has now developed an expanded screening model, which will continue to be expanded as additional data is gathered. Listed below is an overview of this change:

EXPANDED SCREENING MODEL

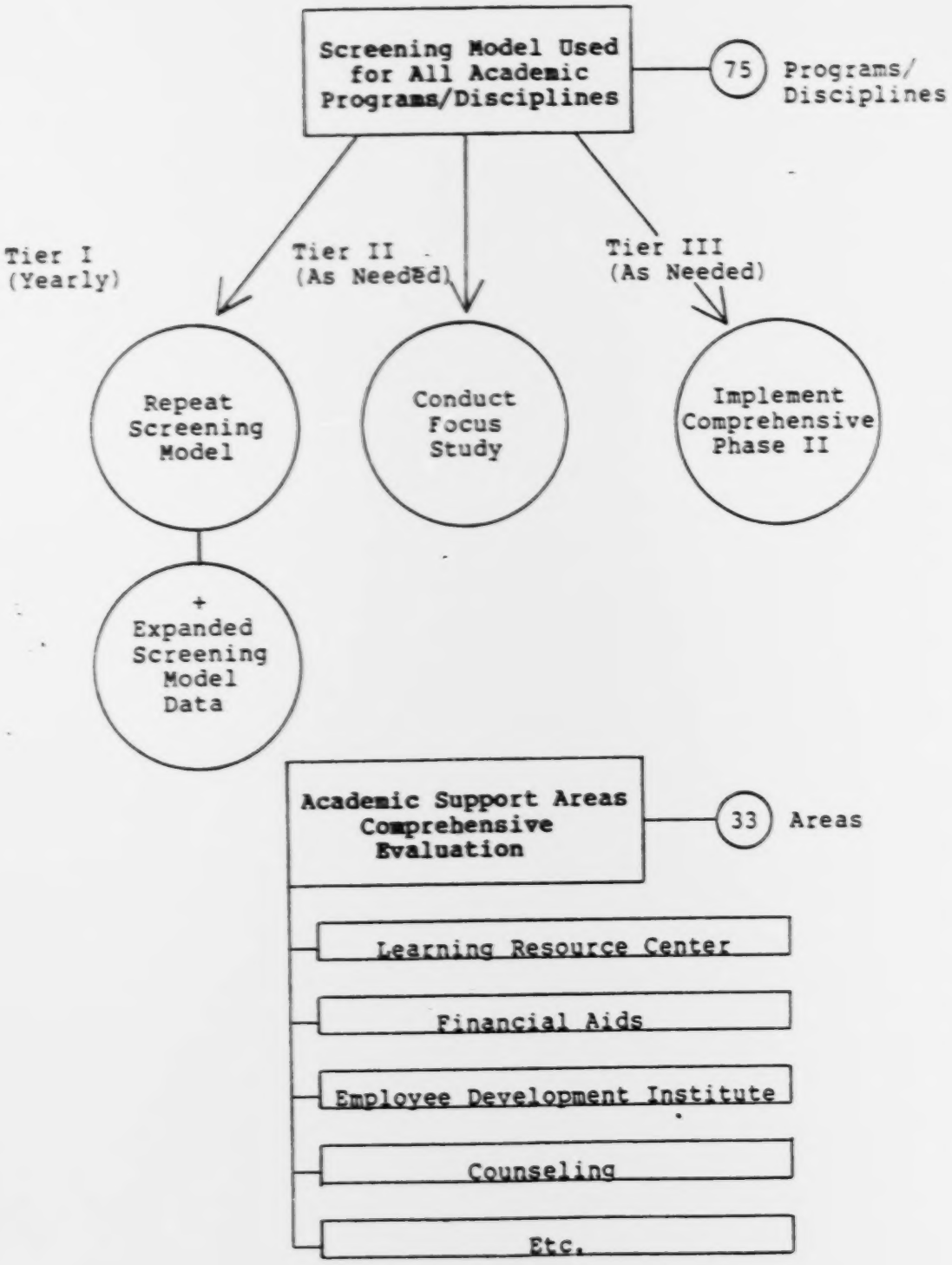
Basic:

- *****Screening Model Data on 11 Areas
- *****Two-page Analysis of Areas of Strength/Concern
- *****Response of Program Personnel to Analysis

Expanded:

- *****One-Page Statement of Strengths/Concerns as Perceived by Program/Discipline
- *****One-Page Computer-Generated Student Profile Sheet
  - (1) Age, Sex, Race, Part-Time/Full-Time Status
  - (2) Employment Status, Hours Employed, Educational Intent, etc.
- *****One-Page Analysis of Employment Status of Latest Follow-Up Study on Occupational Graduates
- *****Three-Year Equipment Replacement Plan
- *****Program/Course Objectives

PROCESS


Screening Model Used for All Academic Programs/Disciplines
75
Programs/ Disciplines
Tier I (Yearly)
Tier II (As Needed)
Tier III (As Needed)
Repeat Screening Model
Conduct Focus Study
Implement Comprehensive Phase II
+ Expanded Screening Model Data
Academic Support Areas Comprehensive Evaluation
33
Areas
Learning Resource Center
Financial Aids
Employee Development Institute
Counseling
Etc.

Summary of 1984 Evaluative Activity Resulting from Process:

As indicated below, only 6 programs were identified as requiring comprehensive review, compared with 15 had Triton elected the five-year, 20 percent process. Even more important, although 53 programs required focus studies, 48 of these required attention to 3 or less of the 11 areas. The amount of time required for a focus study is typically minimal.

COMPREHENSIVE

Accounting	
Data Processing	
Industrial Supervision & Management	
Engineering Design/Drafting	
Welding	
Recreation & Leisure	6

FOCUS

One Evaluative Area	21
Two Evaluative Areas	11
Three Evaluative Areas	16
Four Evaluative Areas	4
Five Evaluative Areas	1
	53

NEITHER

15

Year-to-Year Analysis:

The first year the 3-tiered system was in place, a three-level rating system was used, with:

Strong	+
Neutral	N
Weak	-

It became apparent, when looking at the data for the current year, that a strong area may still look strong but may have slipped considerably. Similarly, a weak area may still be weak, but may have improved.

A more complete system was devised which now uses the following scale:

Strong area	S+
Strong but less than last year	S
Strong but significantly less than last year	S-
Drop from strong to neutral	SN
Drop from strong to weak	SW
Increase from neutral to strong	NS
About the same	N
Drop from neutral to weak	NW
Weak but better than last year	W+
Weak and becoming weaker	W-
Increase from weak to neutral	WN
Increase from weak to strong	WS
Not applicable	NA

It is now possible for a program director to move through each of the 11 areas and know exactly what has occurred from last year to this year. The attached summary places all programs in Nursing, Allied Health, Personal & Public Service on one page for rapid area analysis.

The second attachment also is valuable in providing actual figures for comparative purposes.

SUMMARY OF PROGRAM REVIEW

SCREENING MODEL INFORMATION. YEAR _____

(Reflects changes from Previous Year)

PROGRAM	Enrollments--Majors	Enrollments--Courses	Class Size	Program Cost	% of Instruct by FT Faculty	Part-time Fac Turnover	% Passing Courses	Number of program Compl	Rate of Prog. Completion	% of Graduate Getting Jobs	% of Availabl Seats Taken	Repeat Screer (all)	Focus Study (Item/s Number
	RATING OF INDIVIDUAL PROGRAMS (SEE CODE AT BOTTOM)											RECOMMENDA	
1. PROGRAM #1	S-	S-	W	WN+	(W-)	(W-)	N	S+	W	S+	SN	X	5,6
2. PROGRAM #2	S+	S+	W+	(SW)	S+	NA	S-	S-	S-	S-	S+	X	4
3. PROGRAM #3	S	S	S	S+	S+	S+	S+	S+	S+	S	S+	X	—
4. PROGRAM #4	W	(W-)	W+	S+	NA	W	N	W	W	(W-)	N	X	
5. PROGRAM #5	S	N	(W-)	W+	S+	S+	S+	S+	S+	SN	S-	X	3
6. PROGRAM #6	S	S	N-	S+	S+	S	S+	S+	S+	S+	S	X	—
7. PROGRAM #7	W	W	WN	S+	S+	S+	S-	S+	S+	S+	N	X	—
8. PROGRAM #8	S-	S-	W+	(W-)	W+	S+	S+	S+	N	S+	N	X	4
9. PROGRAM #9	S-	S-	S-	(SW)	S+	S	S	S+	S+	S+	S	X	4
10. PROGRAM #10	W	W	(W-)	S+	S	W	S-	S+	S-	S	W+	X	3
11. PROGRAM #11	(W-)	(W-)	(W-)	(W-)	S+	S+	(W-)	W	W+	(W-)	W	X	
12. PROGRAM #12	W	W	(SW)	(SW)	(SW)	S+	S	S+	S	S+	(W-)	X	3,4, 5,11
13. PROGRAM #13	S	S+	S+	S+	S+	S+	S	S+	S	S+	S+	X	—
14. PROGRAM #14	(W-)	(W-)	W	S+	(W-)	S+	SN	W+	W+	W+	W	X	
15. PROGRAM #15	S S	S- S	SN S	S+ S+	S+ S	W S+	S+ S+	S+ S+	S+ S+	S+ S+	W S	X	—
16. PROGRAM #16	NA	(W-)	(W-)	N-	W	S+	N	NA	NA	NA	(W-)	X	
17. PROGRAM #17												X	

CODE: S+ (Strong Area); S (Strong Area, Less Than Last Year); S- (Strong, Significantl Less Than Last Year); SN (Drop from Strong to Neutral); SW (Drop from Strong to Weak); MS (Increase from Neutral to Strong); N (About Same); NW (Drop from Neutra to Weak); W+ (Weak but Better Than Last Year); W (Weak Area); W- (Weak & Becoming Weaker); WN (Increase from Weak to Neutral); WS (Increase from Weak to [illegible] This Program)

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HEALTH, PERSONAL & PUBLIC SERVICE CAREERS Major Areas for Comparison Purposes	Median Student Age	(1) Enrollments--Majors	(2) Enrollments--Courses	(3) Class Size	(4) Program Cost	(5) % of Instruction by FT Faculty	(6) Part-time Fac. Turnover	(7) % Passing Courses	(8) Number of program Completers/Yr	(9) Rate of Prog. Completion	(10) % of Graduates Getting Jobs	(11) % of Available Seats Taken	% In-District	Male/Female Ratio
PROGRAM		RATING OF INDIVIDUAL PROGRAMS (SEE CODE AT BOTTOM)												
1. PROGRAM #1	19.2	254	470	18.8	14.5	39%	33%	79%	38		78%	83%	79.8%	4/96
2. PROGRAM #2	18.0	49	109	21.8	7.04	100%	0%	82%	18		82%	91%	68.7%	0/10
3. PROGRAM #3	20.8	82	192	24.0	27.8	90%	0%	94%	35		75%	96%	34.9%	48/51
4. PROGRAM #4	19.4	63	143	20.4	20.0	11%	40%	83%	6		?	85%	80.3%	83/16
5. PROGRAM #5	18.9	N/A	36	12.0	13.2	20%	0%	79%	N/A		N/A	55%	83.7%	9/90
6. PROGRAM #6	21.8	67	72	9.0	0.45	92%	0%	93%	16		71%	89%	65.8%	15/84
7. PROGRAM #7	19.5	73	165	23.6	38.7	73%	17%	93%	22		100%	90%	61.4%	2/97
8. PROGRAM #8	22.6	52	63	21.0	43.9	64%	0%	89%	26		89%	79%	41.7%	60/39
9. PROGRAM #9	24.3	468	730	11.1	16.7	37%	11%	91%	143		93%	86%	87.2%	6/93
10. PROGRAM #10	20.4	41	128	14.2	30.0	86%	100%	81%	11		83%	70%	44.4%	18/81
11. PROGRAM #11	23.0	153	287	27.0	6.45	70%	7%	90%	93		85%	93%	75.3%	5/94
12. PROGRAM #12	18.7	100	155	25.8	33.4	88%	50%	92%	33		91%	69%	67.5%	30/69
13. PROGRAM #13	20.0	"	220	31.4	20.8	75%	0%	98%	"		"	89%	68.7%	21/78
14. PROGRAM #14	19.1	17	67	11.2	18.6	100%	0%	56%	5		33%	52%	88.8%	50/50
15. PROGRAM #15	24.7	50	126	21.0	8.83	44%	0%	91%	28		100%	55%	52%	46./53.
16. PROGRAM #16	21.9	32	29	29.0	33.4	100%	0%	79%	21		86%	97%	43.5%	7./92.
17. PROGRAM #17	19.3	64	128	18.3	39.4	32%	0%	73%	10		50%	76%	76.7%	14/86

This area is under review as a programming problem developed.

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PROGRAM REVIEW REPORTS/SAMPLES

The following pages contain a variety of materials related to the 3-tiered program review process including:

I. **Triton College Program/Discipline Department Screening Model**

Introduction
Method for Deriving Scores on 11 Areas
Program Screening Worksheet (Sample: Child Care)
Program Screening Model (Sample: Astronomy)
Curriculum Profile Child Care, Fall, 1984
Latest Graduate Follow-up Report--Child A.A.S. and Child Care Certificate Graduates
Two-page Summary Prepared by Office of Staff & Program Development Based on Child Care Screening Data

Not included: 1-2 page Departmental Analysis of Strengths and Concerns not covered in Screening Model

II. **Focus Summary** (Characteristics noted by times indicated)

III. **Comprehensive Program Review**

TRITON COLLEGE
PROGRAM/DISCIPLINE/DEPARTMENT SCREENING MODEL

Introduction

Program evaluation has become a vital, and yet enormously time consuming activity for most institutions of higher education in the United States. Like many other institutions, Triton College found itself with a program review process so unwieldy as to be almost unmanageable.

Two major steps were taken to remedy this problem. The "in-depth" program review process has been modified and greatly streamlined. In addition, a quick, "screening model" has been developed which will allow us to take a preliminary "snapshot" look at all programs before going into depth for any one program.

The Program/Discipline/Department Screening Model has been adapted from a model used at Pima College in Arizona ("A Screening Model for Community College Program Evaluation," Schultz and Webb, New Directions for Community Colleges, 25, 1979). To quote from that article:

> [. . . what is needed] is a procedure that permits a systematic general review of their programs to identify those which appear to need in-depth investigation. This process of "flagging" permits an institution to concentrate its time and resources on a manageable number of programs for detailed evaluation. In turn, it assists the managers in making informed decisions as to which programs can continue basically unchanged and which ones should be strengthened, modified, or eliminated.
>
> In order for this general review process to be functional, it needs to meet at least two conditions: it must (1) have sufficiently broad parameters so that it can be applied to a wide range of programs, and (2) it must use a data base that already exists for the institution, or can be readily developed.

The screening model is based on five components of program/discipline/department activity:

1. Enrollment Characteristics
2. Cost
3. Instructional Conditions
4. Student Success
5. Utilization of Instructional Space

On the pages that follow, the components of the model (there is both a School of Arts and Sciences and a Career version) are described, and samples of both versions are presented. The basic intent is to use the model in the summer of each year, after the relative cost report (which supplies much of the data) is available.

Some caveats are in order.

1. The screening model provides a starting point in the evaluation process and is intended as a guide to further study, not as a study in itself.

2. The model is <u>not</u> a normative instrument. That is, it is not intended to prescribe what each program "should" score.

3. It is impossible to score 100 percent of possible points. There are unavoidable tradeoffs built into the model (e.g., between full-time faculty utilization and cost).

4. The model works best as a diagnostic tool for a given program. It is not essentially a comparative instrument. In particular, comparisons of Career programs to SAS programs/disciplines/departments should not be made, as the model is quite different for the two schools.

PROGRAM/DISCIPLINE/DEPARTMENT SCREENING MODEL
CAREER EDUCATION

Method for Deriving Scores on 11 Areas

1. Curriculum Trend

Takes curriculum enrollment for the most recent fall term and divides that by the average curriculum enrollment for the three previous fall terms.

2. Course Trend

Takes program course enrollments for the most recent fall term and divides that by the average program course enrollments for the three previous fall terms.

3. Class Size Trend

Takes the average program class size for the most recent fall term and divides that by the average program class size for the three previous fall terms.

4. Comparative Cost

Divides the program's relative contribution per credit hour by Career Education's relative contribution per credit hour. Relative contribution does not attempt to account for fixed costs.

5. Full-Time Faculty Utilization

Takes the program's ratio of sections taught by full-time faculty to sections taught by all faculty and divides it by Career Education's ratio of sections taught by full-time faculty to sections taught by all faculty.

6. Continuing Part-Time Faculty

Takes the program's ratio of total part-time faculty to new part-time faculty and divides it by the Career Education's ratio of total part-time faculty to new part-time faculty.

7. Course Completion Rate

Divides passing grades (A, B, C, D, P, AUD) in the program for the most recent fiscal year by total grades issued in the program.

8. Completion Trend

Takes the number of program graduates for the most recent academic year and divides by the average number of program graduates for the three previous academic years.

9. Completion Rate

Takes the number of program graduates for the most recent academic year and divides it by the number of program majors in the fall term, three years prior. This ratio is then divided by the average of the ratios for the three previous years.

10. Graduate Success

Measured by looking at the proportion of graduates employed in a field related to their program of study. Divides the proportion for the most recent follow-up by the average of the proportions for the three previous follow-ups.

11. Space Utilization

Divides the seats taken in the program for the most recent fiscal year by the total seat capacity for courses in the program.

TRITON COLLEGE

PHASE II

COMPREHENSIVE PROGRAM EVALUATION

I. <u>Program Description</u>

A. Program Components (Degrees, Certificates, Options, Date Established, Total Credits in Program, Outside of Program)

B. Primary Program Employment Goal(s)

C. Program Admissions/Retention Requirements

D. Courses in Program

1. Number approved
2. Number offered per term (range)
3. Number serving primarily as service courses for other programs

E. Relation of Program to External Constituencies

1. Accrediting agency (date/last review)
2. Senior college transfer articulation, if any

a. Program articulation
b. Course articulation

3. Advisory committee data
4. Community resources used
5. Contracts/agreements with other agencies

F. Additional Comments

II. **Program Need**

A. Program Enrollment (Five-Year Historic & Three-Year Projection)

B. Number of Completers (Five-Year Historic & Three-Year Projection)

C. Number of Programs (Five-Year Historic & Three-Year Projection)

D. Summary of Student Success in Program's Courses (Last Three Years)

E. Employer Demand

1. Local district openings (current & five-year outlook)
2. Regional openings (current & five-year outlook)
3. State openings (current & five-year outlook)

F. Source of Demand Statistics

G. Enrollment by Specific Course (Five-Year Historic & Three-Year Projection)

III. **Program Costs**

A. Unit Cost/Credit Hour (Five-Year Historic & Three-Year Projection)

B. Unit Cost/Completer (Five-Year Historic & Three-Year Projection)

C. Number of Faculty (Five-Year Historic & Three-Year Projection) (FT, PT, FTE)

D. Class Size (Five-Year Historic & Three-Year Projection)

E. FTE Faculty/Student Ratio (Five-Year Historic & Three-Year Projection)

F. Additional Comments

Phase II
Comprehensive Program Evaluation

IV. **Program Quality**

A. Full-Time Faculty Degrees
- Years Work Experience
- Years Teaching
- Years at Triton
- Professional Development Activities

B. Adjunct Faculty (same data as full-time)

C. Student Ratings (13 item scale)--FT Faculty
" " " " " --PT Faculty

D. Student Rating of Instructional Materials, Physical Conditions in Classroom/Lab

E. Overall Equipment Evaluation

F. List of Critical Equipment Needs

G. Assessment of Facilities

H. Assessment of Clerical & Other Support Staff

I. Student Preparation

1. Ratio of program completers/FTE program enrollment (five-year historic)
2. Number of completers employed (five-year historic)
3. Number of completers continuing education (five-year trend)
4. Mean salary of completers employed full-time in field

J. Program Rating by Alumni, Current Students, Business/Industry, Accrediting Agency, Noncompleters

K. Additional Comments

V. **Program Strengths** (One-Page Analysis)

VI. **Program Weaknesses** (One-Page Analysis)

VII. **Three-Year Program Plan** (Two Pages)

SELF-STUDY

INSRUCTIONAL PROGRAMS: ARTS AND SCIENCES DISCIPLINES, CAREER EDUCATION SUPPORT DISCIPLINES, DEVELOPMENTAL EDUCATION, CONTINUING EDUCATION

Name of Program:_____

Name of Program Head:_____

I. Program Description:

A. Program Components

Title of Degrees and/or Certificates	Date Established	Credits Required for Completion

OR: Program Scope/Areas of Study

B. Primary Program Goal:

C. Admissions/Selection Criteria and Retention Requirements:

D. Courses Offered:

	Number Approved	Number Offered (range) Fl	Wtr	Spr	Smr	Other
1. As general education requirements for transfer degree						
2. As service courses for degrees/ certificates						
3. As general studies						
4. As remedial						
5. As ABE/ASE						
6. As ESL						

E. Relations with External Constituencies:

1. Senior college transfer articulation:
(Baccalaureate programs should list courses not approved for transfer.)

2. Contracts/agreements with other agencies/institutions:

3. Student use of community resources (practicums, field trips, speakers, libraries, etc.):

F. Additional Comments:

II. Program Need

	Historic Data					Projections		
	19__	19__	19__	19__	19__	19__	19__	19__
A. Program Enrollment (where applicable)								
1. # of full-time students								
2. # of part-time students								
3. FTE students								
B. Completers								
1. # of degree recipients								
2. # of certificate completers								
OR 3. # of course completers by discipline								
C. # of credit hours (annual) (program or discipline)								

D. Summary of Student Success in Courses in the Program (Past Three Years)

Grade	19__	19__	19__
% A			
% B			
% C			
% D			
% P			
% F			
% W			
% I			
% R			

	Historic Data					Projections		
	19__	19__	19__	19__	19__	19__	19__	19__
E. Enrollment in Courses Grouped by Discipline:								

F. Additional Comments:

III. Program Costs

	Historic Data					Projections		
	19__	19__	19__	19__	19__	19__	19__	19__
A. Unit Cost per Credit (Contact) Hour (Program and/or Discipline)								

		Historic Data					Projections		
		19__	19__	19__	19__	19__	19__	19__	19__
B.	Unit Cost Per Program Completer (Where Appropriate)								
C.	Number of Faculty/ Professionals 1. Full-time 2. Part-time 3. FTE								
D.	Number of Support Personnel 1. Full-time 2. Part-time 3. FTE								
E.	Class Size (by Discipline) 1. Mean 2. High 3. Low								
	1. Mean 2. High 3. Low								
	1. Mean 2. High 3. Low								
	1. Mean 2. High 3. Low								
	1. Mean 2. High 3. Low								

	Historic Data					Projections		
	19__	19__	19__	19__	19__	19__	19__	19__
F. FTE Faculty/Staff to Student Ratio:								

G. Additional Comments:

IV. **Program Quality**

A. Faculty and Support Staff

1. Education

	Less than Bachelor's	Bachelor's	Master's	Master's Plus	Doctorate
Faculty (full-time)					
Faculty (adjunct)					
Mid-Management					
Classified					
Hourly					

2. Years of Teaching Experience

	Mean	High	Low
Faculty (full-time)			
Faculty (adjunct)			

3. Professional Development

	Number Participating Annually		
	Mean	High	Low
Professional Staff (Full-Time)			
In-service training			
Professional Associations/ Societies			
Professional Staff (Part-Time)			
In-service training			
Professional Associations/ Societies			
Mid-Management, Classified Staff			
In-service training			
Professional Associations/ Societies			
Hourly Staff			
In-service training			
Professional Associations/ Societies			

(Section B below is intended for the Continuing Education program only.)

B. Faculty Assigned to Occupational Courses

1. Education

Less than Bachelor's	Bachelor's	Master's	Master's Plus	Doctorate

2. Years of Experience

	Mean	High	Low
a. Working in field (past seven years)			
b. Teaching in field			
c. Teaching at Triton			

C. Student Ratings of Instruction (Full-Time Faculty)

	Percent Rated				
	Always	Usually	Sometimes	Never	Doesn't Apply or Don't Know
Item #1					
Item #2					
Item #3					
Item #4					
Item #5					
Item #6					
Item #7					
Item #8					
Item #9					
Item #10					
Item #11					
Item #12					
Item #13					

Overall Rating of Instructors

Very Effective	Good Instructor	Average	Below Average

Student Ratings of Instruction (Part-Time Faculty)

	Percent Rated				
	Always	Usually	Sometimes	Never	Doesn't Apply or Don't Know
Item #1					
Item #2					
Item #3					
Item #4					
Item #5					
Item #6					
Item #7					
Item #8					
Item #9					
Item #10					
Item #11					
Item #12					
Item #13					

Overall Rating of Instructors

Very Effective	Good Instructor	Average	Below Average

Rating of Instructional Material

	Excellent	Good	Fair	Poor	Not Used
Textbooks					
Assigned readings					
Transparencies					
Handouts					
Film, filmstrips, slides					
Lab equipment					

Rating of Physical Condition in Classroom Lab

	Excellent	Good	Fair	Poor	Not Used
Cleanliness					
Temperature					
Lighting					
Overall Attractiveness					

D. Provide an overall evaluation of equipment used in the program. Include any critical equipment needs:

E. Facilities

	Adequate	Inadequate	Comments
1. Classrooms			
2. Laboratories			
3. Offices			

F. Clerical and Other Support Staff

Number: _____

	Adequate	Inadequate	Comments
Adequacy of Number:			

	Good	Fair	Poor	Comments
Overall Quality:				

G. Student Success

	Historic Data				
	19__	19__	19__	19__	19__
1. Ratio of completers to enrollment (annual headcount)					
2. # of completers: (respond as applicable)					
Employed full-time					
Employed part-time					
Continuing Education (transferring)					
None of above					

H. Additional Comments:

V. **Program Strengths**

In no more than one page, describe the strengths of the program.

VI. **Program Weaknesses**

In no more than one page, describe the program's weaknesses or the areas of the program which need to be improved.

VII. **Three-Year Program Plan**

In no more than two pages, describe the plans for action to be taken to remove program weaknesses and make improvements in the program. (Include program scope and requirements, instructional methods, and resource requirements.)

Appendix D:

Member Institutions of the
National Postsecondry Alliance
(1985-86)

Membership List for 1985-86

1. Alamo Community College District, San Antonio, Texas
2. Anchorage Community College, Anchorage, Alaska
3. Atlantic Community College, Mays Landing, New Jersey
4. Bergen Community College, Paramus, New Jersey
5. Bessemer State Technical College, Bessemer, Alabama
6. Big Bend Community College, Moses Lake, Washington
7. Boise State University, School of Vocational-Technical Education, Boise, Idaho
8. Brevard Community College, Cocoa, Florida
9. Catawba Valley Technical College, Hickory, North Carolina
10. Catonsville Community College, Catonsville, Maryland
11. Central Arizona College, Coolidge, Arizona
12. Champlain College, Burlington, Vermont
13. City Colleges of Chicago, Chicago, Illinois
14. Clark Technical College, Springfield, Ohio
15. Columbus Technical Institute, Columbus, Ohio
16. Cuyahoga Community College District, Cleveland, Ohio
17. Dallas County Community College District, Dallas, Texas
18. Del Mar College, Corpus Christi, Texas
19. Durham Technical Institute, Durham, North Carolina
20. Eastern Iowa Community College District, Davenport, Iowa
21. Florida Junior College at Jacksonville, Jacksonville, Florida
22. Greenville Technical College, Greenville, South Carolina
23. Guilford Technical Community College, Jamestown, North Carolina
24. Hocking Technical College, Nelsonville, Ohio
25. Jefferson Technical College, Steubenville, Ohio
26. Lakeland Community College, Mentor, Ohio
27. Lewis-Clark State College, Lewiston, Idaho
28. Maricopa Technical Community College, Phoenix, Arizona
29. Mercer County Community College, Trenton, New Jersey
30. Mississippi Gulf Coast Junior College, Perkinston, Mississippi
31. Orangeburg-Calhoun Technical College, Orangeburg, South Carolina
32. Owens Technical College, Toledo, Ohio
33. Patrick Henry Community College, Martinsville, Virginia
34. Community College of Rhode Island, Warwick, Rhode Island
35. St. Louis Community College, St. Louis, Missouri
36. South Puget Sound Community College, Olympia, Washington
37. Community Colleges of Spokane, Spokane, Washington
38. Tarrant County Junior College, Fort Worth, Texas
39. Texas State Technical Institute-Sweetwater, Sweetwater, Texas
40. Triton College, River Grove, Illinois
41. Utah Technical College at Provo, Provo, Utah
42. Walla Walla Community College, Walla Walla, Washington

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